

Н.В. Юхнель А.Г. Навумава

Англійская мова

Вучэбны дапаможнік для 7 класа
агульнаадукацыйных устаноў
з беларускай мовай навучання

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BOOK SEARCH

1. Look through your book and answer these questions.

➤ How many units are there in the book?

➤ How many lessons are there in each unit?

➤ Where can you find information on grammar rules?

➤ Where can you find the new words of each unit?

➤ Where can you find any other unfamiliar words?



Welcome back
to school!

2. Work in pairs. Which pair is the fastest to answer the questions below? In which unit can you

a) listen to a poem which begins with 'Dear teacher...'?

b) learn about sports facilities in Belarus?

c) write a composition about friendship?

d) read an excerpt from a popular children's book?

e) speak about the history of the world?

f) see an upside down map of the world?

g) read the same phrase in 8 different languages?

h) see a similar picture?



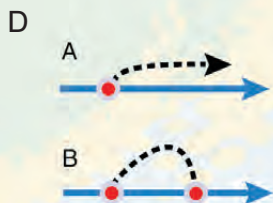
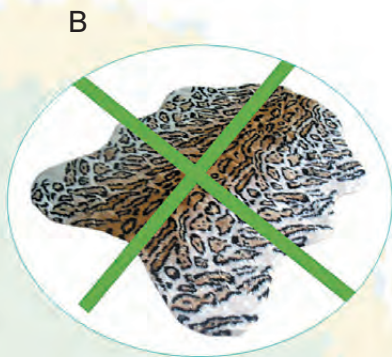
3. Look through the pages of the book.

- a) How many new words are you going to learn in Unit 6?
- b) What grammar tense do we use after 'if' when we speak about the future?
- c) What are the third forms of the verbs 'find' and 'found'?
- d) What grammar is dealt with in Unit 7?

4. Look at the list of contents. Decide which units you think the pictures in this exercise are in and then check in the units.



5. Try to guess what these pictures, diagrams and abbreviations mean. Look through the book and check yourselves.





UNIT 1

Appearance

LESSON 1.

You look great!

Active vocabulary: good-looking, freckles, fair, straight, curly, skin, pale, sun-tanned, fat, fit, friendly

Active grammar: look, look like

1. Look at the pictures. Do these teenagers look good? What makes them good-looking?



2. 🎧 Listen to some people talking about the photos. Are their descriptions positive or negative?

3. a) Find the opposite expressions in the columns below.

1. freckles all over the face
2. pale skin
3. fat
4. long curly hair
5. dark hair
6. brown eyes
7. active and friendly
8. tall



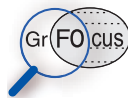
skin

- a) fit
- b) short straight hair
- c) no freckles
- d) short
- e) green eyes
- f) quiet and romantic
- g) sun-tanned skin
- h) fair hair

b) Which of the expressions in ex. 3a describe the boy on the left? Which ones describe the girl? (See p. 7)

4. 🎧 a) Listen to the conversation again. Use the phrases in the box to complete the sentences.

1. She looks like...
2. She looks...
3. She also looks...
4. He looks so...
5. If he wears glasses, he'll look like...
6. And he looks...



quiet.
sun-tanned.
very friendly and active.

Cinderella.
Harry Potter.
romantic.

b) Look at the sentences again. What parts of speech follow each of these constructions?

A) She looks...

B) She looks like...

c) Look at the words and phrases in the box. Which words can complete sentence A? Which words can complete sentence B?

sporty, very young, a British schoolchild, tired, fat, healthy, a pupil, nice, an alien, independent, thirsty, an excellent pupil, sun-tanned, friendly, quiet, pale, a waiter, a film star, a cartoon character, fit, dangerous and wild, a famous person, a tourist

5. a) Complete the sentences below to describe yourself. Use ex. 3a and 4c for help. Write the description on a piece of paper.

I'm ... and

I've got... and

My ... is/are

Sometimes I look ..., but now I look

My friends say I often look like

b) Hand in your descriptions to the teacher. Read someone's description. Can you guess who wrote it?

6. a) Work in groups. Look at your classmates and discuss how they have changed after summer holidays.

- Who has had his/her hair cut?
- Who has grown taller?
- Whose hair has grown longer?

- Who has got freckles?
- Whose skin looks pale?
- Who looks fitter?
- Who has got sun-tanned?
- Whose hair has got lighter / darker / curlier / more straight?



b) Report to the class.

LESSON 2. Beauty is only skin deep

Active vocabulary: character, appearance, pretty, handsome, ugly, lovely, opinion

1. Read the statements below in pairs. Do you agree with them?

- Healthy people always look good.
- Life is easier and more enjoyable for beautiful people.
- You need a lot of time and money to look good.
- It's more important to be beautiful inside than outside.



2. a) Read the definitions below. Which statement in ex.1 talks about appearance and character?

Appearance – the way you look (young, beautiful, tall, etc.).

Character – what kind of person you are (kind, polite, friendly, etc.).

b) Have a class vote on what's more important: character or appearance.

- 3. ⌚ a) Look at the adjectives in the box. Listen to a student explaining what they mean and put them into the right order.**

handsome, good-looking, beautiful,
pretty, ugly, lovely

⌚ b) Listen again and answer the questions below.

Which adjective(s)

love + **ly** = lovely
friend + **ly** = friendly

- 1) are opposites?
- 2) also describes character?
- 3) is used to describe men only?
- 4) are not used to talk about men?
- 5) is negative?
- 6) describe you?

- 4. ⌚ a) Complete the sayings below with some of the adjectives from ex. 3.**

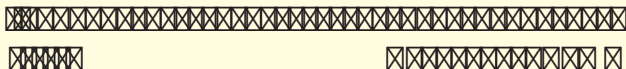
He that has a ... nose, thinks everybody is speaking of it.
Thomas Fuller

A monkey never thinks her baby's
Haitian Proverb

Butterflies come to ... flowers.

... flowers fade (вянуць) fast.

... apples are not always sweet.
Dutch proverb



b) Discuss the questions below in small groups.

- Which proverbs say that appearance is more important than character?
- Which say the opposite?
- Which proverb do you like best? Why?

5. a) Look at the photographs below. What adjectives can describe these people's appearance?



⌚ **b)** Listen to some people giving their opinion about the photos. What people are they talking about?

Your **opinion** is what you feel or think about somebody or something. (not a fact)

⌚ **c)** Listen again and take notes to finish the sentences in the box.

Giving opinion:

You can see that...

The girls, in fact, ...

I can't say that... but ...

In my opinion...

I believe...

6. **a)** The phrases in the box are used to give opinion about something. What other phrases can you use?

b) You are going to give your opinion about one of the people in ex. 5a. Make notes.

c) Say what you think. Do your classmates agree with your opinion? Who can add more information about the same person?

LESSON 3. I used to be a river...

Active vocabulary: shoulder-length

Active grammar: *used to* + infinitive (affirmative and negative statements)

1. **Work in pairs. How many true sentences can you make?**

When I was younger I ... different.

When I was younger I ... different

Example: *When I was younger I looked different.
When I was younger I wore different clothes.*

2. **a) Look through the e-mail letter Yan got from his friend. Who are the kids in the photographs?**



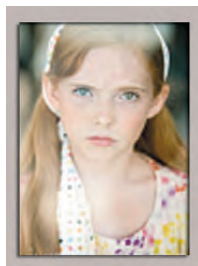
Hi, Yan!

I hope you've found the photo album and everything is going to be ok with your school project. The photograph I'm sending was taken four years ago. Of course we look very different today, but I haven't changed much. As you can see I used to have longer hair, but I've had it short since my 10th birthday. I think I used to look like a little girl, but now I'm much taller and stronger.



Rosie has changed a lot! She used to be short and fat. Now she looks much fitter. Her hair used to be curly and she used to have it shoulder-length and now it's longer. And she didn't use to have freckles, too. Now, when she gets

sun-tanned millions of them appear. She used to be a lovely girl and behave really well, but two years ago, after she took up playing hockey, things have changed. She used to be an ideal sister – so amusing and fun, but now she's really boring. We used to go roller-skating and watch



horror films together. All she can talk about now is boys and shopping. And she's only 10!

Read the philosophical poem I've written. What do you think about it?

I used to be a river	I used to have a sister
But now I'm an ocean	But now I have a mess
I used to be bread	She used to be a fish
But now I'm toast	But now she's a shark
I used to be letters	I used to be her friend
But now I'm a poem	But now her friend is no-one

P.S. The second picture is Rosie now. Bye. Nick

b) Look at the letter again and answer the questions below.



1. Did Nick have longer hair when he was younger? Does he have it long now?
2. Was Rosie short and fat? Is she short and fat now?
3. Did Rosie have freckles when she was little? Does she have them now?

c) Study the rules and answer questions 1, 2, 4 about grammar on pages 227–228.

d) Work in pairs. Find more sentences about the past in Nick's letter. Are any of them true for you?

3. Look at the box and write the sentences with *used to* or *didn't use to*.

Example: 1. *We used to live in Minsk.*

used to + infinitive
didn't use to + infinitive

1. We lived in Minsk. Now we live in Polatsk.
 2. We don't have a car. We sold it last summer.
 3. He took up diving a year ago.
 4. I've got sun-tanned, so I don't look pale any more.
 5. Yesterday my brother learned to boil potatoes.
 6. She doesn't have shoulder-length hair now. It's grown very long.
 7. I saw an alien last night. Now I believe in aliens.
4. **a) Work in pairs. Read another philosophical poem by Nick. Can you complete it?**

*I used to play outside
But now I am reading ...
I used to be a flower
But now I am a ...
I used to look sweet
But now I look ...
I used to be nothing
But now I am*

🕒 **b) Listen and check your ideas.**

5. **a) Write at least one sentence about changes. Use your imagination.**

Example: *I used to be a tree, but now I'm a forest.*

b) Put all your sentences together and write them on the board. Read the poem.

LESSON 4.

Did you use to ...?

Active grammar: *used to* + infinitive (questions)

1. Read the information about a TV programme below.
Do you have a programme like that in your country?
Have you ever watched it?



American Idol is a reality show, a competition to find the best new singer in the country. Through telephone voting America chooses the best new solo musical talent. It was first on TV on June 11, 2002, and has since become one of the most popular shows on American television. America has seen 9 seasons so far and the 10th is soon to start.



2. a) At the age of 23 Kris Allen was crowned as the American Idol Season 8. How do you think his life has changed?

⌚ b) Listen to an excerpt from the interview and check your predictions.

⌚ c) Listen again and correct the false statements below.

1. Kris used to sleep less. 2. He didn't use to travel so much. 3. He used to have many interviews. 4. Kris used to look sun-tanned. 5. He didn't use to have short hair. 6. He used to play sports. 7. He used to sing pop-songs.

3. a) Work in pairs. Make a list of changes in Kris' life. What changes are positive and what are negative?

b) Imagine you've suddenly become famous. How has your life changed? Prepare to talk about the changes.

Example: *Last year I wrote a book about housework. It's become a national bestseller! My life has changed. I used to look funny, now I look like a superstar. I didn't use to go to so many parties.*

4. a) Look through the script for the interview with Kris at the end of the book. Find the questions with *used to*.

b) Then read the grammar reference and answer questions 3, 5 about grammar on pages 227–228.

5. Use the ideas below to write questions with *used to*.

1. What games / play?
2. What / look like?
3. What TV programmes / watch?
4. What housework / do?
5. What pet / have?
6. What books / read? When / go to bed?
7. Where / spend summer?
8. What / believe?
9. What food / like?
10. What hobby / have?
11. What clothes / wear?

Example: *1. What games did you use to play?*

6. a) Choose 5 questions from ex. 4 to ask your partner about their childhood.

b) Work in pairs. Ask and answer the questions in turns. Take notes on your partner's answers.

your partner
6 years old

used to play chess

...



your partner
now

plays computer games

...



c) Use your notes to talk about your partner.

Example: *When Vasya was 6 he used to play chess, and now he plays computer games.*

LESSON 5.

Changeable Tina

Active vocabulary: wavy, a pony-tail, blond, a bit, slightly

1. Discuss the questions below in pairs.

- Would you like to look different?
- What would you like to change in your appearance?
- Would you like to look like someone famous?



2. Look at the picture dictionary and answer the questions below.



1. What other adjectives can you use to describe hair?
 2. What kind of hair have you got?
 3. Would you like to have different hair?
 4. Is the girl in the picture in ex.1 good-looking? What kind of hair has she got?
- 3. a) Read the beginning of the story about Tina (a girl in the photo in ex. 1. What did Tina decide to do? Is Tina happy with her appearance now? How do you know?**

Tina didn't use to like the way she looked. All her friends, family and even teachers told her she was very pretty, but she didn't listen to anybody. So one winter day she thought she would change her appearance. Firstly, she decided to become blond.

b) Read Tina's story below and say when each photograph was taken.

In January Tina had shoulder-length blond hair and looked like a Barbie doll. Her eyes were dark-grey because of the cold weather. She looked a bit pale, but really pretty.

In March Tina still thought she was ugly. So she had her hair cut again and looked just lovely with short wavy red hair. She looked pale after winter, but her beautiful eyes were shining.

In April Tina had short red hair, which made her eyes look green. She looked like a handsome boy though she looked slightly fatter.

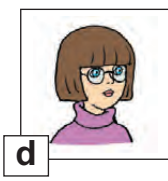
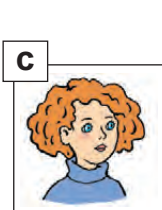
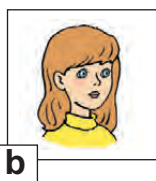
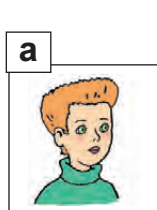
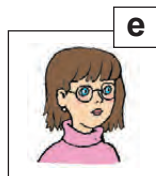
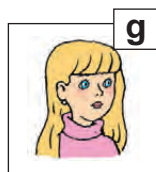
In June she went to the seaside and got a little sun-tanned. Her hair was straight and shoulder-length again. Tina looked like a Japanese girl.

In July she had freckles and her hair was straight, long and fair. She looked very beautiful with her pony-tail.

In August she had long curly blond hair. She was sun-tanned and had freckles all over her face. Her eyes looked blue and she looked like an angel.

In October Tina had to have her hair cut shorter as it wasn't thick and healthy any more. She started wearing glasses to look cleverer.

In December Tina still wore glasses. She looked a bit pale again but she took up jogging and was much fitter. Unfortunately, her hair looked terrible.



c) How did the story finish? What do you think Tina can do now?

4. a) Look back at the story and answer the questions in the box.

a bit + adj = a little or very?
slightly + adj = a little or very?
slightly = a bit?



b) Why do we use these adverbs before adjectives?

5. a) Complete the sentences below with *a bit* / *slightly* / *a little* or *very*.

1. In the photograph in ex. 1 Tina looks ... unhappy.
2. Tina's hair looks ... straight.
3. In picture h Tina looks ... sun-tanned.
4. In picture h her hair looks ... curly.
5. In picture b Tina looks ... pale.
6. In picture e Tina's hair looks ... unhealthy.

b) Check in pairs. If you disagree with your partner, be polite. Use the language help boxes.

Agreeing

Yes, that's right.
I agree.

Disagreeing

I'm sorry, but...
I have to disagree...
I don't think so.
In my opinion...

c) Write similar sentences of your own about famous cartoon or film characters. Leave gaps for *a bit* / *slightly* / *a little* or *very*.

Example: *In my opinion Shrek is ... fat. (very) I think Harry Potter looks ... funny. (a bit / slightly / a little)*

d) Ask your partner to fill in the gaps. Agree or disagree with his / her opinion.

6. Play chain description in small groups. You are going to discuss a famous person's appearance.

STEP 1. Choose a famous person everybody knows.

STEP 2. Start talking.

S1 – give your opinion (*In my opinion X always looks slightly tired.*)

S2 – agree / disagree with S1 or give your opinion (*I have to disagree. I think X always looks really pretty.*)

S3 – agree / disagree with S2 or give your opinion (*And X's hair is lovely.*)

S1 – agree/disagree with S2 or give your opinion, etc.

Which group can make the longest chain?

LESSON 6. Fishing for a compliment

Active vocabulary: a compliment

1. Read the definition below. Then discuss the questions in pairs.

To say a **compliment** is to say something nice to people, usually about their appearance or something they do.

1. How often do you say compliments?
2. How often do you hear compliments?
3. What do you answer when someone says something nice to you?



- 2. 🎧 a) Listen to the small talk at a party and follow in the book. How many people are talking?**

A

- Barbara! Look at you! Your hair looks fantastic! Have you been to the hairdresser's?
- Thank you, Tina! Your party is great!



B

- You look so handsome, Brian! I haven't seen you wearing a jacket before!
- Thanks, Barbara! Have you seen Paul anywhere?

C

- Hi, Paul! You look a bit pale! Are you feeling well?
- Just a little tired. Don't worry.
- Would you like anything to drink?
- No, thank you. That's very kind of you, Barbara!
- That's all right. And, Paul! Brian was looking for you.



D

- Hi, Brian! Nice shoes!
- They are new! Look at Tina! She's so pretty!
- And Barbara's got such a friendly smile.
- She looks like an angel with those curls.
- But Barbara's got straight hair!
- I'm talking about Tina.

b) Read the conversations again.

- ✓ Find different ways to give a compliment.
Are all compliments about appearance?
What else can you talk about if you want to say something nice to someone?
Give some examples.
- ✓ Read out different ways to answer a compliment.
Do you have to answer a compliment with a compliment?
What else can you say?
Give some examples.

⌚ c) Listen to the compliments and repeat. Mind the intonation.

d) Work in groups of four. Role-play the conversations.

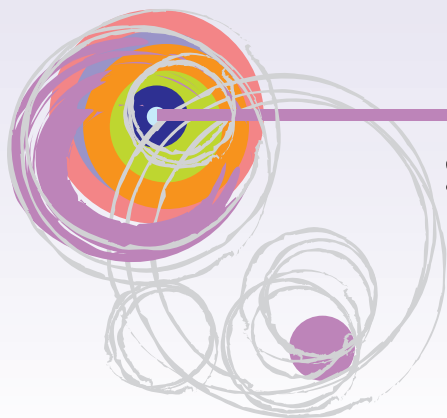
3. a) Make a list of compliments for your classmates. Think about:

their appearance

their character

something they are good at

b) Imagine you are at a party. Walk around the class and exchange the compliments!



UNIT 2

Shopping

LESSON 1.

For ages

Active vocabulary: a department store, a newsagent's, a chemist's, a bakery, window-shopping, for ages

Active grammar: the Present Perfect Tense with *for*, *since*

1. Discuss the questions below in pairs.

- Do you enjoy shopping?
- How often do you go window-shopping?
- Can shopping be a hobby? Is it a good way to spend free time?

2. 🎧 a) Look at the different types of shops below and listen to Rosie talking about her shopping experience. What shops does she mention?



Supermarket



Book shop



Bakery



Pet shop



Sweet shop



Newsagent's



Toy shop



Department store



Chemist's

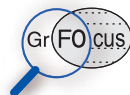
b) Work in pairs. What things are sold in each of these shops?

3. ⌚ a) Listen to Rosie again and complete the sentences below. Use the words in the box.

1. I haven't been there **since**...
2. I haven't bought any clothes **for**...
3. I haven't bought anything at the newsagent's **for**...
4. I haven't been to the pet shop **since**...

September, summer, two weeks, my birthday, last year, 2009, more than 10 days, 5 months ago, Christmas, half a year, months, 10 minutes, yesterday, ages

b) Look at the diagrams below. Which diagram illustrates *for*? Which one illustrates *since*?



c) Put the rest of the words in the box in ex. 3a into two columns: *for* or *since*.

4. a) Use the prompts to write complete statements with the Present Perfect Tense, *for* or *since*.

1. My sister (*have*) her pet guinea pig ... Easter.
2. I (*know*) my best friend ... 3 years.
3. In our family we (*not watch*) TV ... 2007.
4. My mum (*not buy anything to eat*) ... Monday.
5. We (*write*) 2 tests ... the beginning of the school year.
6. I (*not do*) the washing up ... we bought a dishwasher.
7. My partner (*not talk*) to me ... ages.

b) Change some of the sentences in ex.4a to make them true for you.

- 5.** When was the last time you visited a toyshop? Choose the phrases from the box in ex.3a. Write down your sentence. Write about other shops in the pictures.

Example: *I haven't been to the toyshop since I was 3 years old.*

- 6. a)** Look at the tapescript of Rosie's interview at the end of the book. Find the answers to the following questions. Does she answer them all?

1. Do you enjoy shopping/window-shopping? (*I enjoy / like / dislike...*)
2. Have you been to many shops? (*I have / haven't...*)
3. What shop would you like to tell about? (*I've been to...*)
4. How long is it since you went there? (*I haven't been there...*)
5. What did you buy when you went there last time? (*I bought...*)
6. What shops have you got not far from your house? (*There are...*)
7. What do they sell? (*They sell...*)
8. Have you bought anything there? (*I have / haven't...*)
9. What shop did you use to go to? (*I used to go...*)
10. Why don't you go there any more? (*Now...*)
11. How long is it since you bought anything there last time? (*I haven't bought...*)
12. What is your favourite shop? (*My favourite...*)
13. When did you go there last? (*I haven't been there...*)
14. Why is it your favourite shop? (*I like it because...*)

b) Choose the questions you would like to answer. Prepare to talk about your shopping experience. Use the beginnings of the sentences in brackets to answer the questions.

c) Work in pairs. Listen to your partner talking about their shopping experience. How many questions do they answer?

LESSON 2. You are what you wear

Active vocabulary: baggy, tight, smart, old-fashioned, a tie, striped, checked, a belt, trainers

1. **a)** Work in pairs. Name as many items of clothes as possible.

b) What are you wearing today?

Are you wearing anything striped
or checked ?



2. Work in small groups. Look at the pictures from catalogues and find someone wearing:

- a pair of trainers
- a belt
- something striped
- a tie
- something baggy
- something tight
- something old-fashioned
- smart clothes
- something checked



3. ⌚ a) Listen to two friends discussing one of the pictures above. Say which picture they are discussing and why you think so.

⌚ b) Check your memory. Fill in the missing words in the script below. Then listen again and check.

– What a lovely checked ... (1) the boy is wearing! Look! And his white ... (2) are very smart.

– Are they? I don't really like his ... (3). They look slightly ... (4). And his shorts are too ... (5), I think. I hope he's wearing a ... (6). But the ... (7) he's wearing is nice. And his skateboard is fantastic! I'd like to have one myself...

c) What do the speakers like and dislike about the clothes? Do you agree with them? Why/ why not?

4. a) Work in pairs. What clothes in the pictures do adjectives in the box describe?

short, cheap, expensive, beautiful, dark, messy, striped, tidy, checked, summer, smart, pink, black and white, formal, fantastic, boring, everyday, old-fashioned, long, bright, baggy, tight, lovely

b) Work in pairs. Talk about the other pictures. Say what you like and what you don't like about the clothes. Explain why.

c) Tell your partner what one thing from the catalogue you would like to buy. Your partner will report to the class. Is what he/she is saying correct?

5. Work in groups of three and discuss the questions below.

1. How often do you wear a belt/a tie/a pair of trainers/smart clothes?
2. What clothes do you usually wear:
 - at a party?
 - in the evening at home?
 - on a cold day in winter?
 - on the beach?
 - at school?
 - when you go out?

LESSON 3.

Shopping list

Active vocabulary: a shopping list

Active grammar: *too, enough*

1. a) Look at the shopping list and discuss the questions below in pairs.

- ✓ vitamins
- ✓ a jar of marmalade
- ✓ a board game
- ✓ a packet of cereal
- ✓ a new red hat
- ✓ some party clothes (for Nick and Rosie)
- ✓ 10 post cards
- ✓ some bread

- Do you make a shopping list when you go shopping?
- Why do people make shopping lists?
- Do shopping lists help?
- In which shops can you buy the things from the list?

b) Whose shopping list do you think it is?

2. Discuss the following questions.

Where do you usually buy clothes? Who helps you choose them? What clothes do you think Granny has bought for Nick and Rosie? Why do you think so?





3. ☹ a) Granny came to visit her grandchildren. Listen and say why Nick and Rosie are unhappy.

☹ b) Look at the pictures again. What clothes has Granny chosen for Nick and Rosie? Listen again and check.

c) Who says these words? Use “G” for Granny, “N” for Nick and “R” for Rosie.

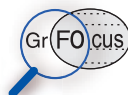
1. – It’s too beautiful.
2. – You are old enough to wear a tie.
3. – All these clothes are fantastic, but they are too expensive.
4. – This dress is a bit too short for a school party, Gran.
5. – I look too pale in this shirt and I’m so messy.
6. – I’m not good enough to wear it.
7. – It’s too smart, and too expensive, and too traditional.
8. – I don’t think I’m thin enough to wear this lovely dress.
9. – I think I’m too old-fashioned to buy clothes for you.

Check with your classmate.

d) Do you like the clothes that Granny bought for Nick and Rosie? Why didn't Nick and Rosie tell Grandma that they didn't like her presents?

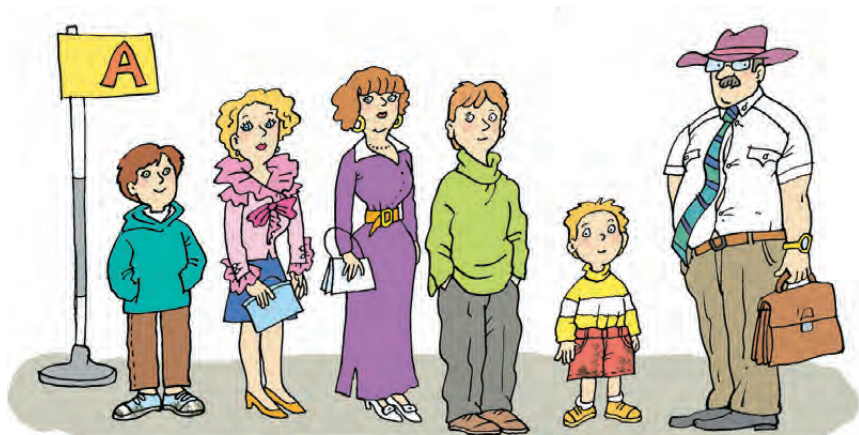
4. a) Read the sentences in ex. 3c again and look at the box. Find examples for each formula.

☹	too + adj
	not + adj + enough
☺	adj + enough



b) Study Grammar Reference section and answer the questions about grammar on pages 230–231.

5. Look at the picture. Write what the problems with people's clothes are.



6. Look at the sentences below. Which two are positive? Rewrite the comments below using *too* and *enough*.

Example: *It's very hot. Let's not stay at home. – It's too hot to stay at home.*

1. It's cold outside. Don't wear a T-shirt.
2. You can wear this dress to a party. It's very smart.
3. You can't buy five pairs of trainers. You are not very rich.
4. You can't buy this belt. It's expensive.
5. Don't try these jeans on. They are short.
6. You can buy these long trousers. You are tall.
7. **Work in pairs. Look at the pictures from catalogues in lesson 2. Say what clothes you don't like. Explain why you don't like them. Use "too" and "not ... enough".**

Example: *I don't like this dress because it's too short.*

LESSON 4.

I've been waiting

Active vocabulary: to try smth on

Active grammar: the Present Perfect Continuous Tense

1. **a) Work in pairs. Do you think a boy or a girl said the following? Why do you think so?**

1. I never go shopping alone.
2. I always make a shopping list.
3. I have to try on the clothes before I buy them. Usually twice or even 3 times.
4. When I go shopping it never takes more than two hours.
5. In my opinion window-shopping is silly.



She's going to **try** some clothes **on**.

- b) Which statements are true for you?**

2. ⌚ **a) Liz and Rosie are in the department store. Listen to their conversation. How does Liz feel at the**

beginning and at the end of the talk? Choose from the box.

proud, sad, unhappy, interested, angry, tired

⌚ **b) Listen again and follow in the book. Why does Liz feel like this?**

Liz: Rosie! What are you doing there? I've been waiting for you for hours!

Rosie: I'm sorry, Liz. I've been trying on these clothes. And I haven't decided yet.

Liz: You've been doing it for ages. Come on! Decide!

Rosie: Well, I'm not sure. I have already found a blouse for the party and I need to choose a skirt. But I'm not sure about the colour.

Liz: What about this checked one?

Rosie: Oh, no. It's too long.

Liz: No. Not at all. Try it on! It looks lovely. You look so pretty!

Rosie: All right, then. I'll take the skirt too.

Liz: Brilliant! Let's go to the shoe department.

c) How long do you think Rosie has been trying on clothes?

- 3. a) Look at the underlined parts of sentences in ex. 2b. Write the sentences down into two columns:**

FINISHED ACTION

or

UNFINISHED ACTION

b) Look at the box and fill in the gaps in these sentences with *Present Perfect* or *Present Perfect Continuous*.

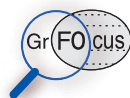
1. If an action has finished, we use the ... tense.
2. We use the ... tense when an action is unfinished.

Present Perfect

have
has + verb₃

Present Perfect Continuous

have been
has been + verb + ing



c) Study Grammar Reference section and answer the questions about grammar on page 234.

4. Rosie is telephoning her friends. They are very busy. Write the sentences to say what they have been doing. Use the Present Perfect Continuous with *for* or *since*.

Example: *Mike has been doing shopping for 2 hours.*



to do shopping for
2 hours

sell lemonade since
8 o'clock

knit for a week

Simon

Barbara and Mary



fish since 8 am



try on for 20 minutes

Christal



sit by campfire since yesterday

Chris and Ben



pack a suitcase since Monday

Valery



iron for half an hour

5. a) Work in pairs. Read the conversation in ex. 2b again. Make up a similar conversation. Use the cards the teacher has given you.

b) Role-play your conversation in front of the class.

LESSON 5.

Shopping habits

Active vocabulary: a model, money

Active grammar: nouns (only singular, only plural)

1. Do you like reading magazines? What information about famous people is interesting for readers?
2. a) One of the most promising British models Kade Massey, has been interviewed for “Dress” magazine. Read the answers to the interview and say what the topic of the interview is.

1. If I go window-shopping, I almost always buy something in the end, but I’m not a shopaholic. I’m always looking for that special something, and if it catches my eye and it is good enough I just have to buy it.
2. It’s my job to look good, so it’s quite a lot of **money**.
3. Since I was 12. So, for more than 3 years already.
4. I used to buy different **clothes**, but it wasn’t much cheaper. For example I didn’t use to wear purple or pink. Most of my clothes were black. Anyway I do not buy very expensive clothes now.
5. I usually do my shopping in London. Sometimes the designers I work with give a tie or a belt to me as a present.
6. Some very smart designer **jeans**. I bought them last week when I was working in Milan. Actually, I’m wearing them now. They look a bit tight, don’t you think?
7. I prefer to buy clothes myself, but very often my mum buys a sweatshirt or a scarf for me. And I don’t mind it at all.
8. Of course, I have. I’ve got a few of them at the back of my wardrobe and from time to time I take things to Oxfam shops.



9. My favourite buy in the last year is my striped brown jacket. I like it because it makes me look handsome. I usually wear it with a white shirt and white trainers. Whenever I wear that I get a lot of compliments.
10. I never go anywhere without my sunglasses and my swimming **shorts**.
11. Not yet. I've been looking for presents for some weeks, but I've got a big family. I've bought two pairs of gloves and a beautiful silk scarf for my mum, and a pair of trainers for my younger brother.



Oxfam shops sell second-hand clothes, books, music and other things to help people in need over the world.

b) Read the answers again and match them with the questions below.

- A. How long have you been working as a model?
- B. What was the last thing you bought?
- C. Have you done your Christmas shopping yet?
- D. What do you always pack in your suitcase?
- E. Have you ever made any shopping mistakes?
- F. What kind of shopper are you, Kade?
- G. Where do you buy your clothes?
- H. How much do you spend on clothes?
- I. That's brilliant! What's the best thing in your wardrobe?

money (uncountable, singular)

*The money **is** much better in my new job.*

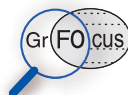
- J. Did you use to buy cheaper clothes before you started working in modelling business?
- K. They look great on you, Kade! Do you always buy clothes yourself?

jeans, clothes, trousers (uncountable, plural)

*My old jeans **are** a little tight.*

I'd like to buy a new pair of trousers.

c) Are the nouns in bold in ex. 2a countable or uncountable?



3. Discuss the questions below in small groups.

1. Would you like to work as a model? Why? Why not? What is positive and negative about being a model?
2. Do you spend a lot of money on clothes?
3. Are your shopping habits the same as Kade's? What is different?
4. Which of Kade's answers are true for you?



4. Interview your teacher about his/her shopping habits and clothes. Use the questions from the interview with Kade and your own ideas.

LESSON 6.

Shopping around

Active vocabulary: size

1. Discuss the questions below as a class.

- a) What's the problem in the picture?
- b) What size shoes / boots do you take?
- c) What do these letters stand for? Order them from the smallest to the largest size.

M XL S XS L XXL



- d) What size clothes do you take?
- e) What can you do if you don't know what size you need?

2. a) Nick's family are shopping. Read the conversation below. Who do you think says each line?

– Wow! What a dress! I've been looking for it for years!

– Can I help you?

– Yes, I'd like to try this dress on, please.

– Sure. The changing room is over there.

– So, what do you think of it, Mum? Don't you think it's nice?

– Well, Rosie, it is. But I think you need a bigger size. It looks a bit too tight.

– Have you got this dress in a bigger size? M, probably.

– Yes, here you are.

– OK. Is this one better? What do you think, Nickie? Does it look good?

– Don't ask me. I'm not really good at choosing clothes.

– Oh, what a bore you are!

– It's not bad. But I don't like the colour very much. You look a bit pale in it. Try this green one on.

- Wow! You look like Fiona from *Shreck*!
- Thank you.
- That's lovely! It looks really good on you. I think we'll buy it. How much is it?
- £ 19.99.
- Oh, well. It's cheap enough.
- Brilliant! Now, let's go and buy something for me.

🕒 **b) Listen to the conversation and check.**

3. a) Work in small groups. Get ready to role-play your conversation. Follow the steps below.

Step 1

Decide what shop you are in and what you are going to buy.

Decide who the characters are.

Step 2

Work together to make up the conversation.

Make notes on what your character is going to say.



Step 3

Read the conversation out line by line to check grammar.

Make sure you use new vocabulary and grammar in your conversation.

Add more lines or cross something out if it makes your conversation better.

Step 4

Practise role-playing your conversation.

b) Role-play your conversation in front of the class.



UNIT 3

Friendship

LESSON 1.

My friends

Active vocabulary: to share, to fall out, to call names, to get on, to have in common, to be there for someone

1. 🕒 **a) Listen to the poem. Do you agree with it? What is the best thing about friends?**

My Friends

Friends share secrets (friends don't tell).
Friends share good times (and bad as well).
Friends share things with one another.
That's because friends like each other.
Of all the happy things there are
friends are the very best by far.

- b) Read the poem. What do you share with your friend?**



2. a) What kind of friends do people have? Where do people find friends?

b) Read the letters below and find out what kind of friends the children have.

*My best friend is my granddad. We've been friends since I was a baby. We **get on** really well and we always find lots of enjoyable things to do together. We go hiking in summer and skiing in winter, we have a large collection of toy soldiers that we play together with.*

Mark Antony, Plymouth

*I think that computer makes an ideal friend for me. My classmates are not interested in reading or studying, but I can find a lot of friends in the Internet who **share** my interests. At school kids think that I am boring and often **call me names**, with my net friends we never **fall out**. Computer is always fun, and if you don't want to talk, you can play games or watch a film. Computer is always **there for you**.*

Rimma, Liverpool

*My best friend is my horse Roosevelt. I've had him for three years. He's my best friend because he's always there for me and we **have a lot in common**. We both enjoy long walks and love apples. Sometimes Roosevelt is naughty, but he's always happy to see me and I'm sure he thinks I'm his best friend too.*

Tony, Highcomb

c) Match the definitions below with the words in bold.

- a) to have the same interests, ideas as somebody else;
- b) to be no longer friends with somebody;
- c) to use bad words about somebody;
- d) to be good friends with somebody;
- e) to give some of yours to somebody;
- f) to be near if somebody wants to talk or needs help.

3. a) Complete the statements below with the words in bold.

- 1. I didn't use to ... (1) with my sister when we were little, but now we are best friends.
- 2. I never ... (2) my friends' secrets with anybody.
- 3. I don't like school because other children often ... (3).
- 4. In my opinion real friends must ... (4).
- 5. When my best friend and I ... (5), I always call first to say how sorry I am.
- 6. My mum and dad are my best friends. They ... (6) me.

b) Work in pairs. Agree or disagree with the statements above. Give your examples.

- 4. a) Work in small groups. Get a card from your teacher. Think of as many reasons as possible why your "card friend" could be a very good friend.**

b) Talk to students from other groups. Give reasons to prove that your "card friend" is the best. Agree or disagree with their ideas. Who wins the argument?

- 5. Write about your friend. Why are you friends? Use the letters in ex. 2b for help.**

LESSON 2. What's your friend like?

Active vocabulary: a couch potato, hard-working, serious, talkative, kind-hearted, nosy, honest, shy

1. a) Put the adjectives below into two columns: positive/negative.

friendly, lovely, boring, quiet, amusing, romantic, clever, unfriendly, polite, naughty, active, careful, kind, loud



- b) What do these adjectives describe? Add more adjectives to the list.

2. a) Reorder the words to make three questions.

1	2
does what like he?	is he what like?
3	
he like does look what?	

- b) Match the answers to the questions in ex. 2a.

- a) He's got straight fair hair and wears glasses.
- b) He enjoys skateboarding.
- c) He is a bit quiet with the people he doesn't know.

c) Discuss the questions below in pairs.

- Which question in ex.2a is about character?
- Which question is about appearance?
- What is the third question about?

3. ⌚ a) Listen to people talking about their friends. What questions are they answering?

b) Work in pairs. Explain what the following words and phrases mean. Are they positive or negative?

couch potato, hard-working, serious, talkative,
kind-hearted, nosy, honest, shy

⌚ c) Listen again and check. Which qualities are good for a friend? Which are not very good? Why?

4. a) Look at the following adjectives. How are they formed?

hard-working

kind-hearted

b) Make more compound adjectives using the words below. Then add a noun to each adjective.

Example: *hard-working* → *a hard-working student*

good, old, green, broken, long, quick, well,
looking, fashioned, eyed, hearted, legged, known,
thinking

- 5. Look at the pictures below. What personalities do these people have? Discuss with your partner.**

Use the questions from ex. 2a and the unit vocabulary. Who would you choose to be your friend? Why?



- 6. How well do you know yourself and your partner? Write two columns of adjectives: 1 – to describe yourself, 2 – to describe your partner. Compare your ideas to your partner's.**
- 7. a) Choose 1–2 questions from ex. 2a to talk about your friend. Take notes on what you are going to say.**
- b) Use your notes to tell the class about your friend. Let them guess what questions you are answering.**

Active grammar: the Present Perfect Tense and the Present Perfect Continuous Tense

1. Discuss the questions below in pairs.

- What do the letters in the picture stand for?
- Can people be friends all life?
- How long have you known your friend?
- Do you know any people who've been friends for many years?



2. ⓐ Listen to Liz talking about her friends. How many close friends has she got? Who's her BFF?

ⓑ Listen again. Who is each sentence about (Susan, Christine or Brendon)?

1. They've known each other for 5 years.
2. They've never fallen out.
3. They've been going to the same dance club since last summer.
4. They've been to the same camp twice.
5. They've been wearing the same clothes to school since they became friends.
6. They've been sharing one room for 8 years.
7. They've been collecting information about the same famous people.
8. Their parents have been friends since their childhood.
9. They've become the king and the queen of Halloween.

10. They've been doing shopping together.
11. They've been going to Sunday Drama School for a year.

c) Are any sentences in ex. 2b true for you and your BFF? What do you and your BFF have in common?

- 3. a) What tenses are the sentences in ex. 2b in? Label the columns.**



...	...
have/has + Verb3 finished action, result	have/has been + Verb + ing unfinished action
The following verbs are not used with the Present Perfect Continuous: <i>know, have, like, love, be, see, etc.</i>	

b) Study the Grammar Reference section and answer the questions about grammar on page 234.

- 4. Rosie is writing about her classmates in her diary. Help her to write some more entries.**

Example: *Mark/ collect stamps/ 3 months. 120 from all over the world. – Mark has been collecting stamps for 3 months. He's collected more than 120 stamps from all over the world.*

1. Tony/ read Harry Potter books/ a year. 2 books.
2. Bridget/ eat sweets/ 6 minutes. 2 boxes.
3. Tara/ shop for clothes/ yesterday. Try on 10 dresses.

4. Christal/ do homework/ 6 o'clock. Maths.
5. Daniel/ play tennis/ he was 10. 3 medals.
6. Liz/ be friends with Nick/ 5 years. Fall out twice.
7. Annie/ iron/ 20 minutes. 2 blouses.



5. a) Fill in the gaps in these conversations using words in the box.

- Do you play the piano?
- Yes, I do, but not very well.
- How long have you been playing?
- ... (1)
- How many lessons have you had?
- ... (2)

— . —

- Can you ski?
- Yes, I can.
- How long have you been skiing?
- ... (3)
- How many times have you been on a skiing holiday?
- ... (4)

— . —

- Do you collect stickers?
- Yes, I do.
- How long have you been collecting them?
- ... (5)
- How many of them have you got in your collection?
- ... (6)

since I was 10
for 2 months
once
16
234
for 3 years

b) Work in pairs. Make up and role-play a similar dialogue with your partner.

LESSON 4.

Either a pen-friend or a pet friend

Active vocabulary: either, neither, none

Active grammar: *either, neither, none* in statements

1. Discuss the questions below in pairs.

- Have you got a pet? Can a pet be a friend?
- What pets can make good friends to people?
- Would you prefer to have a pen-friend or a pet friend? Why?



2. a) Look at the sentences below and match them with the explanations.

I'd like to have **either** a puppy or a kitten.

not any of two

Neither of my two best friends has a pet.

not any of three and more

None of the people I know has a pet tortoise.

one of two

b) Study the Grammar Reference section on page 235 to check your ideas.



c) Are the sentences in ex. 2a true for you?

3. a) Have you got a pet? Is it ideal for you? Read the animal quiz and find out what pet is ideal for your personality.

YOUR IDEAL PET

1. You are in a Maths lesson and you have no idea what the teacher is talking about. What do you do?

- a) Look out of the window.
- b) Ask your friend to explain.
- c) Repeat what the teacher has just said so it looks like you understand.
- d) Put your hand up and ask the teacher to explain again.
- e) None of it. You are great at Maths.



2. Your 2 friends have fallen out, and they need to talk to you about it. What do you do?

- a) Listen attentively to them both.
- b) Keep quiet because you don't want to listen to anything bad about either of them.
- c) Tell them that it's a good thing because they didn't get on well together.
- d) Don't want to talk. Neither of them is interested in your opinion anyway.
- e) None of it. Real friends never fall out.

3. Your older brother asks you to help him clean his new car this Saturday morning. What do you do?

- a) Get up ready to help.
- b) Oversleep.

c) Wake up your brother holding a bucket of water and cloth.

d) Ask your friend to come around and help too.

e) None of it. You never help anybody.

4. You start singing your favourite song and when you turn on the radio, you hear the song playing. What do you do?

a) Sing even louder.

b) Look surprised.

c) Think you're really cool. You know all the popular songs.

d) Start dancing around the room.

e) Wonder how the DJ knew you were singing it.

5. You really like someone at school and you want to go out with them. What do you do about it?

a) Try and talk to them.

b) Fall over in front of them.

c) Either a) or b). Something will work.

d) Invite them out with you and your friends.

e) None of it. You are too shy.

Work out your score

1 a-2; b-4; c-3; d-5; e-1

2 a-5; b-1; c-2; d-3; e-4

3 a-5; b-1; c-4; d-2; e-3

4 a-3; b-4; c-5; d-2; e-1

5 a-5; b-1; c-3; d-4; e-2

Keys:

21 – 25: Your ideal pet is a dog. It is a true friend, very active and fit. Dogs are always kind and honest. They can easily make you laugh if you are sad and will always share your happiness.

17 – 20: You can have either a guinea pig or a rabbit. They are quiet animals that like comfort. Rabbits are slightly shy and they are afraid of the things they don't know. You will be a super owner for them.

13 – 16: You will get on well with a parrot. It is a talkative bird, very active, a bit nosy, just like you. It also likes being the centre of attention and is fun to play with.

9 – 12: Your ideal pet is a cat. It is a very independent animal. It's usually difficult to say if the cat is angry or happy for it can easily hide its real feelings, but you will get on well.

5 – 8: The best pet for you is a goldfish. It is very quiet and shy. It is a little lazy, a couch potato, just like you. You will make wonderful friends.

b) Do you agree with the quiz results? Why? Why not?

4. Choose the correct option in each sentence.

1. She showed a checked tie and a striped tie and told me that I could have ... of them.
2. ... of the films he saw with this actor was much good.
3. ... of the twins wants to go and ... of them is ready so we can go without them.

4. Which cake do you want? ..., please. I like both of them.
5. ... of his classmates has come back yet.
... of his two brothers could help him.
6. You can come on ... day – Saturday or Sunday.

5. Play the “Right question” game in pairs. Change roles and play again.

Student A: Make a list of questions to ask your partner. See the example below.

Student B: Answer your partner’s questions using *either, neither, none* or *any*.

Example: – *Would you like to live in Paris or London? – Either.*

– *Are you going to have eggs, soup or pasta for dinner? – None of it.*

– *Are you reading a detective or a romantic story now? – Neither.*

– *Would you like to help a teacher, a doctor or a fire fighter? – Any of them.*

LESSON 5.

The best friend of the year

Active vocabulary: advice

1. Discuss the questions below in pairs.

- If you have a problem and have no idea what to do, how can a friend help you?
- Do you often give advice to your friends?

- What advice can you give to someone who doesn't have a friend?

advice (n. uncountable)

They give **advice** for those who want to make a lot of money.

Let me give you a piece of **advice**.

2. a) Nick has decided to take part in a competition organized by the school magazine. He wrote about his best friend. Read the story and say why Nick and Liz are good friends.

I've known Liz since my first day at school, when we were only five. As soon as I entered the classroom I saw her sitting alone at the desk. I remember her smiling face when I came up and sat next to her. She was a bit shy, but we got on really well at once and became great friends. We are classmates again this year and we go to school together each morning.

Liz is quite tall and looks very fit because she does yoga. She's got an oval face and beautiful green eyes. She often wears her long straight hair in a ponytail. I can say she is very pretty. Liz prefers comfortable clothes and you can often see her wearing jeans and a T-shirt or sweater.

Although Liz is sometimes naughty, she's always there for me. She is a kind person who will always listen to your problems and try to help you. I can always count on her to be honest and to give me the best advice. It seems she and I are always talking or laughing about something. She has a

very nice personality. She's serious, but fun. She can be very amusing especially when she tells stories. She's also quite active and enjoys doing sports.

One of Liz's favourite hobbies is playing tennis. She also enjoys reading books a lot. Liz likes watching adventure films. We like going to the cinema together but sometimes can't agree on what film to see.

I've shared many good times with Liz. I'm happy I met her. I hope Liz and I will be in the same class again next year. I can't imagine going to school and not having her there.

b) Look at the table. Read Nick's description of Liz and fill in the missing information from the text.

	appearance	character	interests
Liz	..?	..?	..?
My friend	..?	..?	..?

c) Fill in the information about your friend.

3. a) Read Nick's composition again. Match the points with the parts of the plan.

- | | |
|-----------------|--|
| 1. Introduction | a) Activities he/she takes part in: hobbies, interests |
| 2. Main Body | b) Setting the scene (giving the name of the person, time/place you met) |
| | c) Personality characteristics |
| | d) Comments / feelings about the person |
| 3. Conclusion | e) Appearance |

b) Do you think Nick's composition can win in the competition? Why?

- 4. Rosie decided to follow Nick's example and write about her friend. Here is her description. Read it. Can you make it more interesting? Use the picture and the tips.**

Ben's a best friend of mine. He's 11. I met him at Liz's birthday party, because he is her brother.

Ben is rather tall. He's got a funny face with blue eyes.

He is amusing, but sometimes he is shy. He is a real couch potato, but I like him.

Ben's favourite hobby is playing computer games. We often play together.

I'm glad he's my friend.



- ✓ When you describe character, give examples.
- ✓ Use a lot of adjectives.
- ✓ Write longer sentences.
- ✓ Use different linking words to make your composition more eye-catching.

- 5. A youth magazine is running "The Best Friend of the Year" competition and has asked its readers to write compositions describing their friends. Write a plan for your homework composition.**

LESSON 6. The story of friendship

Active vocabulary: friendship

1. How many new words can you make with the base FRIEND?

Example: *friend* → *friendship* → ...

2. In pairs talk about when and where you first met your best friend.
3. a) Look at the picture. Describe these teenagers. What sort of people are they?

b) What do you think their answers to these questions might be?



1. Where did they meet?
2. When did they meet?
3. What were they doing?
4. Why did they become friends?
5. What do they have in common?
6. What did/didn't they use to do before they became friends?

⌚ c) Listen to Pete and Mary speaking about their friendship. Were your guesses right?

⌚ d) Listen again. Make notes using the questions in ex. 3b. Then compare your notes with your partner's.

4. Think of your special friend. Why did you become friends? Write your notes to answer the questions in ex. 3b.

5. Look at the following expressions. Put them in the correct column.

a) at first, b) later on, c) luckily,
d) the next morning, e) then, f) as a result,
g) in the end, h) because of this, i) finally,
j) to my surprise

TIME	RESULT	FEELINGS
...

6. a) Prepare to talk about how you met your best friend. Use ex. 4 and 5.

b) Go around the class and find out as much as possible about each other's stories. Find someone who has a similar story.



UNIT 4

Sports

LESSON 1.

Keeping fit

Active vocabulary: to keep fit, boxing, karate, athletics, gymnastics, jogging, yoga, to give up, weightlifting

1. Discuss the questions below in pairs.

- Are you fit?
- What do you do to keep fit?
- What else can people do to keep fit?

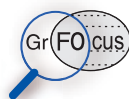
2. a) Look at the picture. How would you describe Liz Cherry? What do you think she does to keep fit?

🕒 b) Liz Cherry is talking about what she does to keep fit. Listen and say which of the following things she does:



- a) gymnastics, b) yoga, c) jogging, d) basketball, e) roller skating, f) boxing, g) horse riding, h) weightlifting, i) athletics, j) cycling, k) karate, l) swimming.

c) Words *athletics* and *gymnastics* are special. Use the rules on page 229 to explain why.



d) Match the activities with the pictures.



3. a) Work in pairs. Which of these kinds of sport are used with *do* / *go* or *play*? Put them into three columns. Add more sports into each column.

b) Which of these activities are your favourite? Grade them from the ones you like best to those you do not like at all.

4. a) Look at the pictures. How would you describe the people?



b) These teenagers want to be healthy and sporty. Give them some advice on how to keep fit. Choose from the ideas below.

Example: *You should/shouldn't drink juice.*

1. to keep fit
2. to go ... every morning
3. to eat more ...
4. to play ...
5. to take up ...
6. to take vitamins
7. to drink ...
8. to do ...
9. to give up ...
10. to be ...

to give up = to take up

You should give up eating fast food.

5. a) Make notes on what you do to keep fit.

b) Interview your teacher.

– Excuse me, do you eat healthy food to keep fit?

– So do I. /Oh, I don't.

- c)** Walk around the classroom and find another person who does the same as you.

LESSON 2. Skating is great fun

Active grammar: gerund

- 1. ⓐ a)** Read the poem. Try to guess what words are missing (the first letters of the words are given).

My roller skates

My roller skates won't ever do
The simple things I w... them to.
I put them on and try my best.
But one goes E... and the other goes W... .

I often fall upon the floor.
I stand up and try once m... .
But my roller skates think they know best:
One still goes E... and the other goes W... .

Finola Akister

- b)** Listen to the poem and check your guesses.

- c)** Work in pairs. Read the poem as if you are

- a six-year old child,
- ninety-year-old person,
- a teenager,
- a frog.



2. a) Look at the pictures. What are the people doing? Which of these sports have you tried or would like to try?

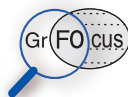


⊕ b) Listen to the interview with three teenagers and say which picture does not go with the text.

⊕ c) Listen to the interview again and complete the sentences below.

1. ... is a form of exercise and it's fun to do.
2. Yes, I really enjoy ..., it's fun and it's also a really good feeling when you can do a new trick.
3. We hate
4. And you shouldn't be afraid of ... different tricks, some of the things we do are not for everybody.
5. My mum thinks ... is dangerous.
6. I like in the air.

d) Look at the sentences in ex. 2c again and answer the questions on page 237.



3. Make true sentences about yourself.

1. I like/don't like (*play*) sport games.
2. I hate/like (*jog*) in the morning.

3. I am/am not afraid of (*skate*).
4. I think/don't think (*dive*) is fun.
5. In my opinion (*swim*) is/isn't the best way to keep fit.

4. a) Look at the questions below. Change them into personal questions.

Example: 1. *Do you enjoy skateboarding?*

1. How many people enjoy skateboarding?
2. Who in your group thinks jogging is not for them?
3. Who in the group is thinking of taking up athletics?
4. How many people think keeping fit is difficult?
5. Who in the group likes watching gymnastics?
6. Is there anybody who hates cycling?
7. Does anyone know a person who is afraid of swimming?
8. How many people have tried diving?
9. Who in the group has seen someone doing yoga?
10. Is there anybody who thinks doing weightlifting is fun?

b) Choose one question from ex. 4a. Walk around the classroom and collect the answers to the question.

c) Report on your findings.

Example: *Only 5 people in our group enjoy skateboarding.*

5. Work in groups. Ask and answer the following questions.

- What sports do you like doing in summer / winter?

- What games do you like playing in summer / winter?
- What do you hate doing in summer / winter?
- What are you afraid of doing in summer / winter?
- What do you think is the best thing to do in summer / winter?

LESSON 3.

Keeping fit

Active vocabulary: professional, a champion, a team, to win, to lose, a record, a fan, to compete, the Olympic games

Active grammar: *So do I. / Neither do I.*

1. Discuss the questions below in pairs.

- Do you know these sportsmen?
- What sports do they do?
- Why are they famous?



2. 🎧 a) Listen to the conversation, follow in the book and check your ideas.

Phillip: Look at all these posters! Are you a sports fan?

Steve: Yeah! Kind of. I really like watching some sports on TV.

Phillip: So do I. I never miss a basketball game.

Steve: Neither do I! **Team** sports are fun to watch! My favourite player is Michael Jordan. I think he is the greatest basketball player of all time.

Phillip: So do I. I know he was 6 times NBA **champion** and **won** 2 Olympic gold medals. And even when his team **lost**, Michael was often chosen the Best Player. It's a pity he doesn't play anymore.

Steve: I think I could be a **professional** basketball player. I am tall enough.

Phillip: I'd like to be a professional swimmer one day. I really love **to compete**. Have you heard of Michael Phelps?

Steve: Who hasn't! He has won 14 Olympic gold medals, the most by any Olympian.

Phillip: Phelps has broken thirty-seven world **records** in swimming. He's been the World Swimmer of the Year every year since 2003. He's won everything. And he is only 25 years old. I just don't know what he is going to do next.

Steve: Neither do I. Let's wait for the next Olympics.

b) Read the conversation, use the words in bold to find the words which mean:

- 1) to become the best in a sport game or to come first in a race;
- 2) opposite to 1.
- 3) a group of people that play or work together;
- 4) if you do a sport for money, it makes you a ... ;
- 5) if you win in the Olympic Games, you become an Olympic ... ;
- 6) someone who really enjoys doing something;

- 7) the best result in sport;
- 8) to try to be better than another team or sportsman.

3. a) Look at the script again. What phrases do the boys use to show they agree with each other?

b) Study the examples and label the chart with the words in the box.

1. I hate playing football indoors. – So do I. It seems there's never enough air.
2. I never win when we play table-tennis at school. – Neither do I.
3. I don't think winning is important in sport. – I do. I don't like losing.
4. I enjoy doing athletics. – I don't. I prefer team sports.

negative statement / agreeing /
positive statement / disagreeing



–	1	2
3	So + aux.verb + pron.	pron. + aux.verb + <i>not</i>
4	<i>Neither</i> + aux.verb + pron.	pron. + aux.verb

c) Study the Grammar Reference section on page 237 and check.

4. Complete the sentences with one word.

1. Peter does weightlifting to look stronger. – ... (1) do I.

2. I have never done yoga. – ... (2) have I.
3. We believe dancing can help you keep fit. – I ... (3).
4. Mike doesn't like watching team sports. – I ... (4).

5. a) Agree or disagree with the following statements. Explain your opinion.

1. I hate losing in sport.
2. When I play badminton I always win.
3. I don't think fans can help sportsmen a lot.
4. I believe being a professional sportsman is hard work.
5. I have to practise athletics a lot to become a champion.
6. I enjoy watching Olympic Games.
7. I never try to break a record when I compete.

b) Write your own statements about sports. Replace the underlined words in ex. 5a with your own ideas.

c) Work in pairs. Read your statements out in turn. See if your partner agrees with you.

- 6. Work with a new partner. Think of two famous sportspeople. Make up a conversation about them. Use the conversation in ex. 2a as a model.**

LESSON 4.

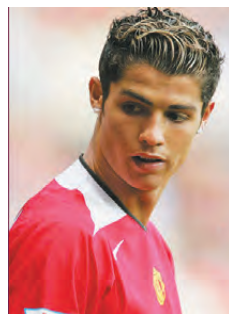
Top five

Active vocabulary: competitive

1. Discuss the questions below in pairs.

- Would you like to be a professional sportsperson?
- What do professional sportsmen have to do?
- Are you a fan of any kind of sport or sportsman?

2. Look at the pictures. Match names, countries, and kinds of sport to the pictures.



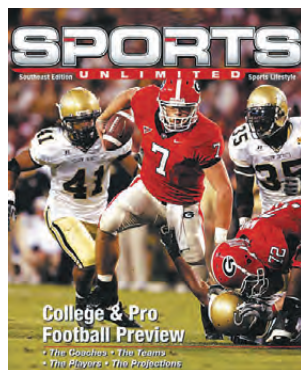
Michael Schumacher	Ukraine	athletics
Yelena Isinbayeva	Belarus	football
Inna Zhukava	Germany	boxing
Cristiano Ronaldo	Russia	gymnastics
Vitaly Klitschko	Portugal	Formula 1

3. ⌚ a) Listen to the parts of interviews with some sports fans. What sportsperson is each of them talking about?

⌚ b) Listen again and answer the questions below.
Who

- took up their kind of sport at the age of four?
- had a problem during the competitions?

- has set many world records?
- used to do a different sport?
- is very competitive (loves competition a lot)?
- has got two Olympic medals?
- helped their team to become the best?
- made a famous team afraid of his/her future results?



c) Work in groups. Choose one of the sportsmen above and try to restore as much information about him/her as possible.

⌚ d) Listen again and check. Did you remember everything?

4. a) Work in pairs.

Student A. You are a journalist. You work for a sports magazine. Your readers are very interested in B's everyday life. Think of the questions you would like to ask B.

Student B. You are a famous sportsperson. You are going to give an interview to a popular sports magazine. Get ready to speak about your life.

b) Work in pairs. Role-play the interview.

LESSON 5.

UK and BLR

Active vocabulary: a competition, a championship, to take place

1. Work in pairs. Share your opinions about the questions below.



- Where were these photographs taken?
- What are most popular sports in Belarus and Great Britain?
- What competitions take place there?
- Why are popular sports different in these countries?

to compete → **competition**
 champion → **championship**

2. a) Read the article about sports in the UK. Were you right in ex.1?

Britain has a rich sports history. In fact, many of the world's most popular sports began in Britain. The United Kingdom has given birth to lots of great international sports including: football, rugby, cricket, golf, tennis, badminton, squash, hockey, boxing, and billiards. It has also played a key role in the development of such sports as Sailing and Formula One.

About 29 million people over the age of 16 in the United Kingdom regularly take part in sport or exercise. Walking is the most popular physical activity.

The most popular individual sports include athletics, golf, motorsport, and horseracing. Tennis is the top sport for the two weeks of the Wimbledon Championships.

The four nations that make up the UK usually enter their own teams in international sports competitions.

Great British sporting events include the Football Cup Final, the Wimbledon tennis tournament, the Open Golf championship and the Grand National (a world-famous horserace). Cricket is popular in England and Wales, but is less popular in the other UK nations. And of course no one can forget England's World Champions luck in winning the Rugby World Cup in 2003.

b) Answer the questions below in pairs.

1. What team sports are popular in the UK?
2. What individual sports are most popular?
3. What kind of sport do most people do?
4. What kind of sport do most people prefer to watch?
5. What are the most popular competitions that take place in Britain?

3. a) Read some statistics about sport in Belarus. Did you know that?

The **Raubichi Centre** in Belarus is one of the best biathlon centres in the world.

Facilities include:

- 20.5 km of **ski tracks**;
- freestyle slopes;
- 20 m, 40 m and 60 m **ski**

jumps;

– indoor sports centre with **gymnasiums**, sport halls and **swimming pools**.



In Belarus there are numerous sports facilities open for everybody.

243 stadiums

250 swimming pools

5,140 gymnasiums

704 swimming pools in kindergartens

46 athletics centres

20 ice rinks

12,212 sports grounds



canoeing



biathlon

Belarusians first took part in the Olympics in the 1952 Helsinki games, as part of a USSR team.

The country has an excellent record at the **Olympic games**. The first independent Belarus Olympic team took part in the **1994 Winter Olympic Games in Lillehammer** and won two silver medals.

In the **Beijing 2008 games**, Belarus won 19 medals, including 4 gold and 5 silver. The team was most successful in **athletics, canoeing and weightlifting**, and finished 16th in the medals table overall.



Olga Korbut

is a sports icon who almost single-handedly turned gymnastics into the popular sport as we know it today. The legendary Belarusian gymnast won 4 Olympic Gold medals. In 1972 Korbut was named Best Sportswoman in the World.

Vitaly Shcherba (gymnastics)

A Belarusian gold medal winner at the XXV Olympic Games (Spain, 1992). The bronze medal winner at the XXVI Olympic Games (USA, 1996). World Champion 14 times, European Champion 10 times.



Igor Makarau

Makarov won a gold medal in judo at the 2004 Athens Olympic Games.

Julia Nestsyarenka

Nesterenko won the 100 metres gold medal at the 2004 Athens Olympic Games.

Maxim Mirnyi

Maxim Mirnyi is the most famous Belarusian tennis player. He has won a series of international doubles titles and has led the Belarus national team to its best-ever result in the Davis Cup.

b) Work in pairs to discuss the questions in ex.2b about Belarus. Use the information above and your ideas.

4. a) Make up a conversation in pairs.

Situation: Two friends (one from Belarus, one from Britain) haven't seen each other for ages. They meet and talk about sports in their countries.

b) Role-play your conversations. Try to sound as natural as possible.

LESSON 6.

Great news

Active vocabulary: soccer

1. Read a piece of news below. Why was winning in this competition important for Belarus?

2014 Men's World Ice Hockey Championship will be hosted by Belarus in its capital Minsk.








On May 8, 2009 Belarus was happy to get 75 votes in the race for hosting the 2014 International Ice Hockey Federation World Championship. Belarus competed with Hungary, Latvia, and Ukraine and won with the slogan "Welcome to the young hockey country".

The two main buildings listed as hosts for the ice hockey teams are Minsk-Arena and Chizhouka-Arena. The first one was completed in December 2009, whereas construction of Chizhouka-Arena has just begun and is going to be finished by December 2010.

2. a) ☎ Listen to Yan and Nick talking. What are they talking about?

soccer = football

⌚ **b)** Copy the chart below. Listen again and complete the first two columns with the kinds of sport the boys mention.

						
Belarus	UK					

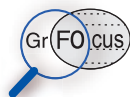
c) Add more kinds of sport to these columns.

d) What countries do the other columns represent?
Label the chart.

3. Look through the unit and answer the questions below in pairs.

– What article is used with kinds of sport?

– What article do we use when we name the sport events?



GREAT NEWS!

In the winter 2010 Olympic Games in Vancouver, Canada, Belarusian sportsmen won three medals: Daria Domrachiova – a bronze medal in biathlon, Serguey Novikau – a silver medal in biathlon and Alexey Gryshin – a gold medal in freestyle.

CONGRATULATIONS!!!

- 4. a) Work in groups. Read the card the teacher has given you and complete your column of the chart.**
- b) Prepare to talk about popular sports in the country you've got on the card. Remember to talk about the following:**
- popular kinds of sport,
 - why they are popular,
 - some interesting facts about sports in the country you've got on the card.
- 5. Work in new groups. Tell your group about popular sports in the country you've got. Complete the chart about the other countries while listening to the others.**
- 6. Work in pairs. Imagine you are from one of the English-speaking countries. Telephone your friend and discuss popular sports in your countries.**



UNIT 5

Travelling back in time

LESSON 1. Digging up in the past

Active vocabulary: a treasure, a Viking, to die, a grave, a skeleton, an archaeologist, to bury, to settle, deep, ancient

1. Where did the first Olympic Games take place? How do we know about that? What is the job of people who study the past? Is the job interesting? Why?
2. ⌚ Nick and Rosie went on a school excursion to an old English city – York. Listen to their guide. Do you think York is an interesting place to visit?
3. ⌚ Listen again and match the words with the pictures.

a



b





- | | |
|-----------|--------------|
| 1. grave | 4. skeleton |
| 2. ruins | 5. treasures |
| 3. Viking | |

4. a) Read the guide's description of York. Match the words in bold with their definitions.



Hello, children. My name is Peter Hindsight. I'm **an archaeologist**. Archaeologists are like detectives. We look for things from the past and then try to see a picture of what happened a long time ago.

So welcome to York which used to be one of the largest, richest and most famous cities in Britain hundreds of years ago. People in the 10th century knew it as the capital of the North of England. It was a famous trading post – people from all over Britain used to come here to buy and sell things. Thousands of men and women used to live there. They were Vikings; the peo-

ple who came from Norway and Denmark and **settled** in Britain in the years after 800 AD.

AD (Anno Domini) – our era

Viking York has now disappeared. Most of the city's buildings were made of wood and archaeologists have found some of them **deep** below the streets and buildings of the modern city. You can also see the ruins of an **ancient** castle here. We have found some graves too. When Vikings **died**, they were **buried** with the things that were very dear to them. In this grave we found a skeleton of a rich woman who died more than a thousand years ago. Can you see these treasures: coins, silver and gold? This woman was very rich.

- a) to come to stay and live;
- b) to stop living;
- c) to put a dead body into the earth;
- d) very old;
- e) going far down;
- f) someone whose job is to find out about the past.

b) Use the rules on page 240–241 to explain words *hundreds* and *thousands*.



5. How much have you learnt about ancient York? Check your partners' memory.

1. What does Peter do?
2. When was York famous?
3. Who were the Vikings?
4. Why did Viking York disappear?
5. Where did the archaeologists find the ancient houses?
6. What else did they find?



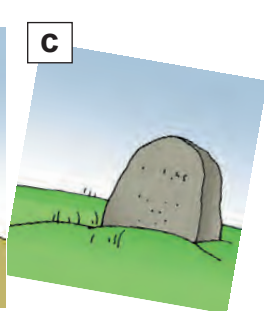
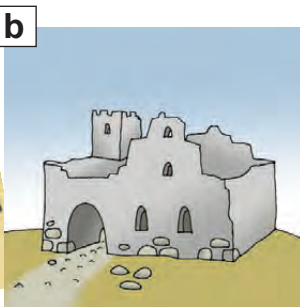
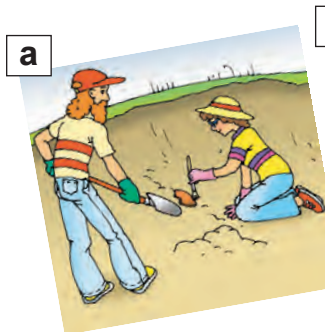
York, the UK

6. a) Use the new words from the lesson to complete the statements.

1. ... look for old things buried in the ground and use them to tell us about the past.
2. They find wooden buildings ... under the streets of modern York.
3. ... York was rich and famous in the 11th century.
4. When Vikings ... their relatives used to ... their dead with ... of gold and silver.
5. Archaeologists find lots of treasures in Viking
6. There was a ... of a rich man in one of the graves.
7. ... came from Scandinavia and ... in the North of Britain.

b) Do you think these statements are true? Discuss them with your partner. Report to the class.

7. Look at the pictures and say what happened to Rosie and Nick.



LESSON 2. Monuments to the dead

Active vocabulary: a monument

1. Look at the monuments in the photos. Do you know what countries they were taken in?



a



b



c



d

2. a) Use the photos to predict what happened to Nick and Rosie next.

⌚ b) Listen to the conversation and say which photos do not match the conversation.

3. ⌚ a) Listen to the conversation again. Are the sentences true or false?

1. The pyramids are buildings where the Ancient Egyptians used to live.



2. The pyramids were monuments built for the kings.
3. People who looked for treasures in the pyramids became rich.

b) Would you like to travel to Ancient Egypt in the time machine? Why?

4. **a) Read one of the texts (A, B or C) about Ancient Egypt. Are there any facts in the text which are new for you?**

A

People in Ancient Egypt used to believe in a magic animal that had a man's head and the body of a lion – Sphinx.

The stone monument of the Great Sphinx stands 20 metres high, near the pyramids at Giza. The Sphinx was built 4,500 years ago.



B



Pharaohs were sometimes buried inside stone pyramids – huge constructions that were built by people of Ancient Egypt. These ancient graves were so big that people could see how great kings (pharaohs) were. The biggest pyramid, the Great Pyramid, is still standing in Giza, near Cairo, the modern capital of Egypt.

C

One of the youngest pharaohs in Ancient Egypt was Tutankhamen (he became king at the age of twelve – about your age). King Tutankhamen died at the age of 18 years old. He was buried in a grave in the Valley of the Kings, near the ancient city of Thebes. This gold mask was found among the treasures in Tutankhamen's grave.



b) Prepare to retell the facts from your text to your group. Ask your teacher for the pronunciation of difficult words.

c) Work in groups of three. Share the facts with your friends.

5. Role-play a conversation between a tourist and a travel agent. Use the phrases in the box to help you.

Student A. You are a tourist. You'd like to travel in time. You want the best tour. Decide if you like the offer or not.

Student B. You are a travel agent and an Egypt fan. Your trips to Ancient Egypt are the best. Do your best to sell this trip. Use ex. 4 for information.

I'd like ...

I want to know more
about ...

I'd like to know about ...

Do you know that ...?

How can I help you?

We have a special trip
to ...

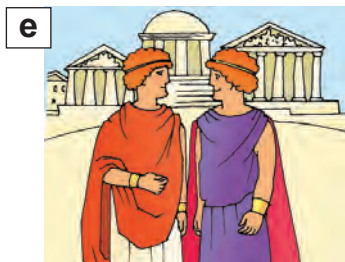
LESSON 3.

Rome wasn't built in a day

Active vocabulary: to found, to feed

Receptive grammar: the Past Simple Passive Tense

1. Which people are the most ancient: the Vikings, the Ancient Egyptians or the Ancient Romans? What do you know about each of them?
2. a) Look at the pictures. Read the sentences and match them with the pictures.



feed – fed – fed

find – found – found

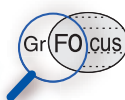
found – founded – founded

1. Rome was founded by two twins, Romulus and Remus.
2. They were born into a very poor family.
3. Their parents had no money to feed them, so the twins were left in the forest.
4. In the forest they were found by the wolf.
5. The brothers were fed by the wolf together with her cubs.
6. Later they were found by a shepherd.

b) Check your memory. Answer the questions.

1. Who was Rome founded by?
2. Why were the brothers left in the forest?
3. How were the twins fed?
4. Who found them later?

- 3. a) Read the sentences next to the pictures. Do they tell us about the present or the past?**

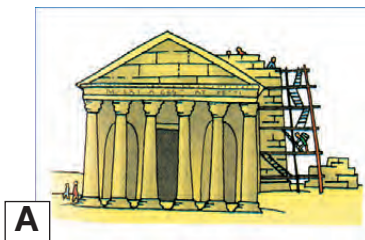


The Past Simple Passive

was / were + V3 (Participle 2)

Rome **was founded** by Romulus and Remus.

1. The Pantheon **was built** more than twenty centuries ago.



A

1. Thousands of tourists **visit** the Pantheon each month.
2. The Pantheon **is visited** by thousands of tourists each month.



B

b) Answer the grammar questions on page 240.

4. In the History lesson on Rome Rosie wrote a secret note to her friend. Can you break the code?

was / the Pantheon / 27 BC / built / in / in Rome
rebuilt / the emperor / was / Hadrian / it / by
the Pantheon / used / is / today / as a church

5. Read the text about the Roman Forum. Decide which sentences tell us about the past of this area, and which – about the present. What helps you to decide?



The Roman Forum is sometimes known by its Latin name – Forum Romanum and is also called Forum Magnum or just the Forum. It is located

between two hills – Palatine and Capitoline – in the city of Rome. It is the central area around which the life of the Ancient Roman civilization developed.

The Forum was first settled in the 7th century BC. It was used as a city centre and was thought to be the centre of the Roman Republic and the Roman Empire.

The Forum was rebuilt many times. It was fully excavated only in the early 20th century. In Ancient Rome new constructions were built over earlier ruins, so now, in this open-air museum, many centuries of history are shown together. As the old saying goes, Rome wasn't built in a day.

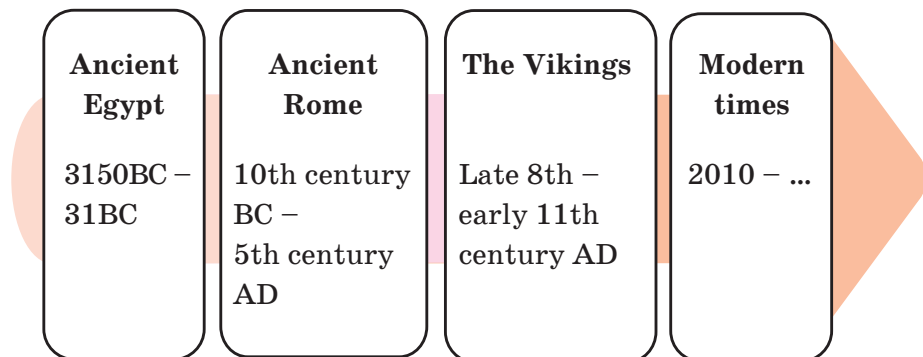
6. Use the cards the teacher has given you. Make a story about a memorial. Use the information to answer the teacher's questions.

LESSON 4.

Dinosaurs

Active vocabulary: to die out, alive, huge

1. a) Look at the timeline. When did dinosaurs live – before the Egyptians or after the Vikings?



⊙ **b) Listen to the poem. Follow in the book. What does the poem tell us about dinosaurs?**

Deep in the jungle,
Long-long ago,
There lived a dino,
Dino-no.



There lived a lizard,
Huge and slow,
Shy and ugly
Dino-no.

2. a) What do you know about dinosaurs? Decide whether the statements are true or false.

1. The word dinosaur means ‘huge fish’.
2. Dinosaurs lived on all continents.
3. Dinosaurs died out because there was nothing more to eat on our planet.
4. Some dinosaurs had feathers.
5. People and dinosaurs lived at the same time.



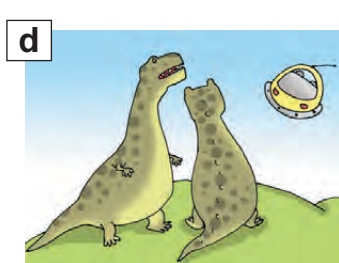
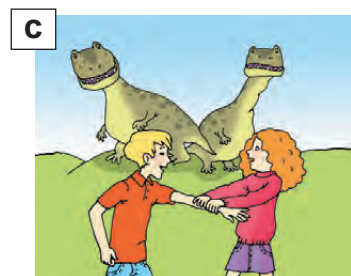
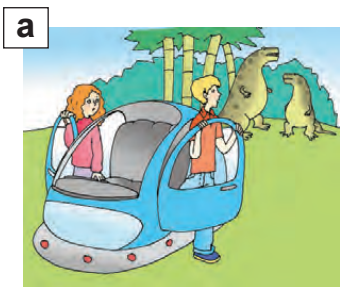
b) Read the text and check your ideas.

The word dinosaur comes from *dinosauria*, which means ‘terrible lizards’. The oldest-known dinosaur skeletons were found in Argentina and Brazil. They are about 230 million years old. Scientists believe that these huge animals lived on all continents. At the beginning of the age of dinosaurs, the continents we know now were arranged together as one supercontinent. During the years that dinosaurs lived on the Earth, this supercontinent slowly broke apart. Dinosaurs died out about 65 million years ago. There are a lot of theories why this happened. A lot of scientists believe that they were killed by a huge meteorite which fell down on the planet.

Dinosaurs were of different colours and sizes. Some of them even had feathers! There were also kinds of dinosaurs that could fly. They are believed to be the relatives of birds. Some kinds of these animals fed on grass, others – on meat or fish.

Did people and dinosaurs live at the same time? No. After dinosaurs died out, nearly 65 million years passed before people appeared on the Earth. However, some small animals were alive at the time of dinosaurs. And some plants – for example, mosses – were born in the time of dinosaurs.

3. 🕒 Nick and Rosie travelled 70 million years back into the past. Listen to what Rosie is telling her friend. Is she telling the truth?
4. a) Look at the pictures. Make up a story about what really happened to Nick and Rosie. Use the active vocabulary of the lesson.



- b) Compare your story with your partner's.

5. Interview your partner. Report their answers to the group.

1. Why do you think dinosaurs died out?
2. Would you like them to be alive today?
3. What other animals are dying out on the planet? Why? What can we do about it?

LESSON 5. Wonderful inventions and world wonders

Active vocabulary: to invent, invention

Receptive grammar: the Future Simple Passive

1. People haven't invented the time machine yet but they have made many other inventions. What invention do you think is the most wonderful?

2. 🕒 a) Nick and Rosie went to the England of the past. They met a girl there. Listen to their conversation and guess what year they are in.

🕒 b) Listen to the conversation again. Match the halves of the sentences.

- 1) The telephone
- 2) The radio
- 3) The computer

- a) will be invented by a Russian scientist.
- b) was invented in 1876.
- c) will be invented in America.

c) Do the sentences in ex. 2b tell us about the past, present or the future?

The Future Simple Passive
will be + V3 (Participle 2) It will be invented in the future.



d) Answer the grammar questions on page 240.

3. Nick made more notes about different inventions for the girl. Guess what he told her.

1. Compact disk players / invented / in 1982 / will be.

2. In 1938 / invented / the ballpoint pen / will be.

3. The pop-up toaster / in 1926 / invented / will be.

4. Will be / the computer floppy disk / in 1970 / invented.

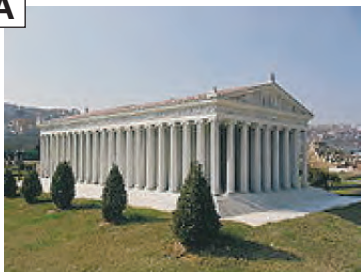
5. The vacuum cleaner / in 1901 / will be / invented.

4. a) Why didn't the girl believe that Nick and Rosie came from the future?

Do you know anything about the Seven Wonders of the World?

b) Read the texts about the Seven Wonders of the World. Match the sentences with the pictures.

A



B



C



D



E



F



G



1. The Temple of Artemis was built around 550 BC. It was located near the ancient city of Ephesus (present-day Turkey).

2. The Hanging Gardens of Babylon were built in what is now Iraq around 600 BC for the Queen.

3. The statue of Zeus was 40 feet high. It was made of gold. It was located in Olympia, Greece.

4. The Colossus of Rhodes was a statue of the Greek God Helios. It was built between 292 and 280 BC and it was over 30 metres high, making it one of the tallest statues of the ancient world.

5. The Lighthouse of Alexandria was built in the 3rd century BC on the island of Pharos in Egypt.

6. The Mausoleum at Halicarnassus was built over the grave of King Mausolus between 353 and 350 BC. It was designed by Greek Architects and was about 45 metres (135 feet)

7. The Pyramids of Egypt were built around 2680 BC. Of all the ancient world wonders, only the pyramids are standing.

c) How many of the ancient world wonders can still be seen today?

5. a) Read about a future structure. Guess what structure it will be and where it will be built.

You will see this memorial in a huge city. It will be built over the site where more than 2 500 people died

after a terrorist attack. The model of the final design was first shown in 2004. The memorial is still being built. Thousands of flowers are laid every day at the site.

- 🕒 **b) Listen and check your ideas about the name and location of the memorial.**

LESSON 6.

From the history of Belarus

- 1. Look at the pictures. Who is the lady in the picture? What do you know about her? What do you know about this castle? Share your ideas with your partner.**



- 2. a) Look through the names in the box. Do you recognize any of them?**

Frantsisk Skarina

Mikola Husousky

Mikalai Radziwill Chorny

The White Lady

Kshishtof Radziwill Sirotka

Mikalai Radziwill Rudy

Semeon Polatsky

Efrasiya Polatskaya

Stanislau Radziwill

Zhygimont August

The Black Lady

⌚ **b)** Listen to the legend. Say which names were mentioned in it.

⌚ **c)** Listen again. Note down as much information as you can about the characters of the legend. Does the legend tell you the truth?

- 3. a)** Read the article about a sensational finding. Choose the best headline for it.

DIED IN THE 17TH CENTURY

Treasure of a princess

HISTORY COMING ALIVE

DEEP IN THE PAST

BURIED IN NESVIZH

AN ANCIENT GRAVE

A SKELETON IN THE RUINS

FOUND BY ARCHAEOLOGISTS

Archaeologists in Nyasvizh have found a large grave from the 17th century. They believe that an important person of that time was buried in it because in the ruins they found a skeleton of a rich woman.

Many stories about Barbara Radziwill come from that area, and everyone is asking the same question: might this be the grave of the famous Belarusian Princess? A gold ring was found in the grave among other treasures. The same ring can be seen on Barbara's finger in her famous portrait.

The archaeologists have to work slowly and carefully, so it may be months before they know the answer. Will the truth ever be found out?

Maria Brylska

b) Do you believe Barbara was buried in this grave? Why? Why not?

- 4. Play the History game in two teams. The team which gives full answers to all the questions wins the game.**

What do archaeologists do?



Why did York disappear?



What do you know about the Great Sphinx?



What do you know about the history of Rome?



Name at least three world wonders and say all you know about them.



Where and with whom did Barbara Radziwill live?



Why did Barbara die?





Who were the Vikings?



What things did people use to put in Vikings' graves?



What do you know about King Tutankhamen?



What do you know about dinosaurs?



Name three important inventions and say all what you know about them.



Who was Zhygimont?



What did Zhygimont do after Barbara's death?

CONGRATULATIONS! YOU WIN!



UNIT 6

Town and village

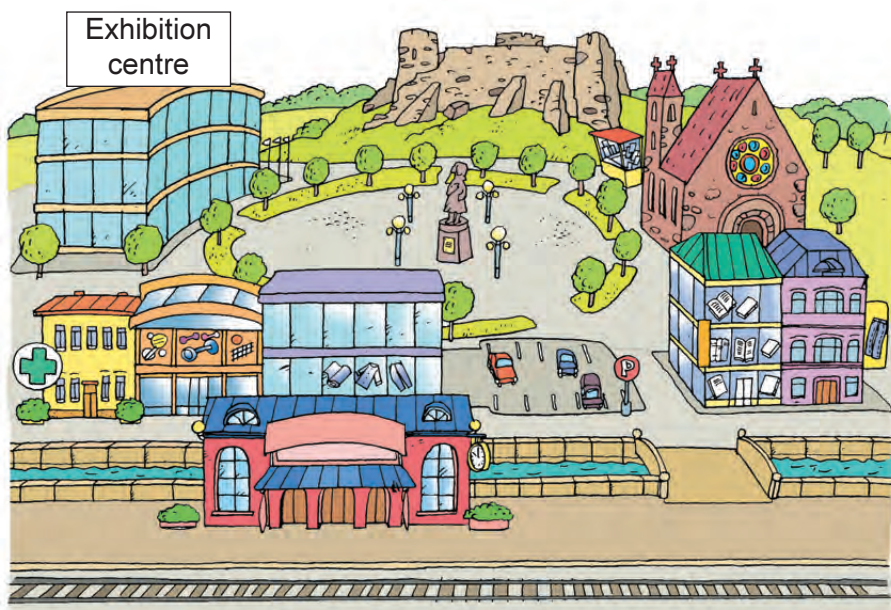
LESSON 1.

My town

Active vocabulary: a skyscraper, high-rise, an exhibition centre, a fitness centre, a town hall, a car park, a river bank, a bank

1. Play the word game in two teams. Name as many buildings you can see in a town as you can remember.
2. a) What places from the list below can you find in the picture?

- | | |
|-----------------------|--------------------------|
| a) a castle | j) a church; |
| b) a monument | j) an exhibition centre; |
| c) a post office | k) a fitness centre; |
| d) a library | l) a railway station; |
| e) a department store | m) a town hall; |
| f) a bridge | n) a hospital; |
| g) a newsagent's | o) a river bank; |
| h) a car park; | p) a chemist's |
| | (= a pharmacy) |



⌚ **b)** Listen to Helen talking about her town and check yourselves.

3. a) Read Helen's description and find the words that mean the following:

- 1) tall (about a building) (h...)
- 2) a very tall building in a city (s...)
- 3) a big building where the town council sits (t... h...)
- 4) a place where people enjoy looking at different collections of paintings, coins, etc. (e... c...)
- 5) a place where people can do sports (f... c...)
- 6) a side of the river (r... b...)
- 7) a place where people can leave their cars (c... p...)
- 8) a place where people keep their money (b...)

- Where do the fish keep their money?
- In the river bank.

The town I live in is not very big but it is beautiful and very old. It is in the north of Wales and it was built more than a thousand years ago by Saxons. There are a lot of ancient buildings in the centre of the town such as the town hall and the church. Near the church are the ruins of the thirteenth century castle. You can buy local newspapers at the newsagent's which is next to the castle. The exhibition centre which is opposite the castle has a wonderful collection of coins, jewellery and pottery which date back to the 1st century BC and belonged to the Celts who had lived here before the Romans.

There is a deep river that runs through the town. There's a bridge across the river which is also in the centre of the town. If you go straight ahead along the river bank you will see some nice shops, a car park and a big department store where you can find everything you need. Next to the department store there's a fitness centre, it is the place where my friends and I spend most of our free time for we just love sports. At the chemist's, which is next to the fitness centre you can buy any medicine you need. It is the biggest pharmacy in my town. On the opposite bank of the river there's a railway station where you can get trains to Cardiff.

The church looks out on a big round square with the monument to our national poet. The town also has a library and a post office which are to the west of the town centre. The houses are to the east, south-east and south-west of the centre of the town. There are no skyscrapers or other modern high-rise buildings in my town that's why it looks like a place from an old fairy-tale.

b) How well do you know the text? Use the picture of the town to answer your partner's questions. Ask your partner where

Student A.

the city is, the ruins of the 13th century castle are, the exhibition centre is, the car park is, the post-office is, the fitness centre is, the ancient buildings are, the chemist's is;

Student B.

the newsagent's is, the railway station is, the bridge is, the church is, the monument is, the department store is, the library is, the houses are.

Where is / are the ...?

4. Interview your partner.

– Which cities are famous for their skyscrapers? Are there any high-rise buildings in the place where you live?

– Is your town hall old or modern?

– Is there a fitness centre in the place where you live? What about an exhibition centre?

– Do you often go for a walk along the river bank? How often do you go to the bank?

LESSON 2.

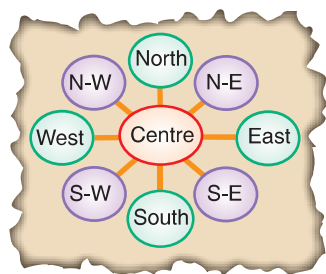
A city on the map

Active vocabulary: a place of interest, picturesque, worth visiting, to be situated, to be mentioned, to suffer, to survive

1. Where is Minsk on the map of Belarus? How many regions are there in Belarus? Where are all the other

regional centres situated?
Use the diagram to describe
their position on the map.

... in the North-East of ...



2. a) Look at the photo of the town hall. Do you know what Belarusian city it is? What do you know about it?
- b) Read about Vitsebsk. Which facts do you find most surprising?



Town Hall (1775)

Vitsebsk is **worth visiting** because it is one of the most romantic and beautiful cities in Belarus. It is **situated** in the North-East of Belarus in a **picturesque** place on the banks of three rivers: the Neman, the Vitsba and the Luchesa River. Vitsebsk **was first mentioned** in chronicles in 1021, but there is a legend about Princess Olga of Kiev who founded it in 974.

Vitsebsk has a long history. It was an important fortress of the Grand Duchy of Lithuania (GDL) in the 16th and 17th centuries. It became part of Russia in 1772.

Vitsebsk **suffered** a lot in the World War II. It was left in ruins by the fascists and very few people **survived** from about 170,000 of population.

After the war Vitsebsk was reconstructed and today it is an important city of the Republic of

Belarus with lots of factories and plants, schools and universities, hospitals, monuments, exhibition and fitness centres, theatres and museums. More than 350,000 people live and work here.

Today there are 10 bridges over the river in Vitsebsk. Kasmanautau Street is the central street in Vitsebsk and most of cafes, department stores and high-rise buildings are there.

Mark Chagall, the world famous artist, was born in Vitsebsk. He loved his home town dearly and often painted it in his works.

A famous Russian painter Iliya Repin lived and worked near Vitsebsk during some years in the end of the 19th century. Some of his works are at the Vitsebsk art museum.

There are many **places of interest** in Vitsebsk. Among them – the Vitsebsk Art Museum, Chagall's Museum and the Green Theatre – the place where Slaviansky Bazar festival is held. Go down the streets of Vitsebsk and feel the atmosphere of this city – the jewel in the crown of Belarus.

was built – was **rebuilt**,
was constructed –was **reconstructed**

c) In pairs, guess the meaning of the words in bold. Explain the meaning of prefix *re-* in the box.

3. Look through the leaflet again. Are the statements below True or False?

1. The population of Vitebsk is smaller than the population of Minsk.
2. Vitebsk is situated in the South-East of Belarus.

3. Vitsebsk is older than Minsk.
4. Vitsebsk is the birthplace of a famous Russian painter.
5. As a part of Russia Vitsebsk suffered a lot from wars with the GDL.
6. Vitsebsk was left in ruins after World War I and no one survived.
7. There are no places of interest in Vitsebsk.
8. Vitsebsk is worth visiting because it is one of the most beautiful cities of Belarus.



Vitsebsk.
Early 12th-century church
was rebuilt in 1992.

4. a) You are planning spring holidays. Work in pairs. Exchange information on the cities of Belarus.

Student A. Use the card the teacher has given you to speak about your city.

Student B. Listen to your partner and fill in the table. Change roles.

b) Discuss the questions below in groups of four.

– Where are Grodna and Gomel situated? Are they close to or far away from each other?

– Did they suffer a lot in the World War II? Did many of the old buildings survive?

– Are they picturesque places?

– Are they worth visiting? Why?

– What other places of interest are there in Belarus?



Green Theatre, Vitsebsk

LESSON 3. A photo album of Minsk

Active vocabulary: a cathedral, a hotel, a sight, a visitor, underground, attractive, hospitable, hard-working, convenient

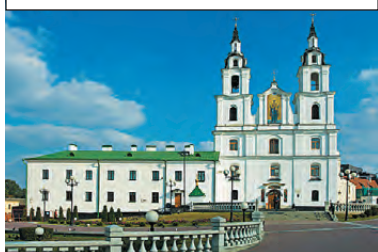
1. Ask and answer.

- Where is your city / town / village situated? Is it a picturesque place?
- When was it founded or when was it first mentioned? Did it suffer a lot in the World War II?
- What places of interest are there in your city / town / village? Have many of the old buildings have survived?
- Is it attractive? Is it worth visiting?

2. a) Look at the photos Nick's uncle, Mr. Rambler has made for his album on Minsk. What sights can you see?

b) Match the photos with the notes on the back of the photos.

A. The Holy Spirit Cathedral



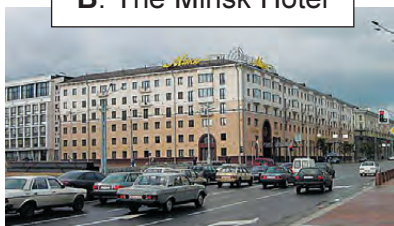
saw its first visitors in 1968

1

*Nyamiga street
The oldest church
in Minsk. 1613
The Yellow Church*

2

B. The Minsk Hotel



C. The Trayetskaye Suburb



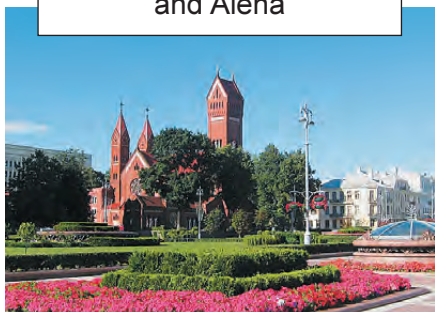
Svaboda Square
1642 3

D. The Church of Piotr and Pavel



Nezalezhnasts Square
was built in 1910
another name: The Red
Church 4

E. The Church of Simon and Alena



one of the oldest parts of
Minsk – the 19th century
narrow streets, small
squares
a suburb in the centre 5

c) Which of the sights above could be a symbol of Minsk? What is the symbol of Minsk, in your opinion?

3. ⌚ **a)** Listen to Mr. Rambler dictating an article for his photo album to his secretary. Check your ideas.

⌚ **b)** Match the words with the definitions:

cathedral	a) doing a lot of work
hotel	b) friendly and welcoming to visitors
sight	c) someone who goes to a place to look at it
visitor	d) a building where you pay to have a room to sleep in and where you can often eat meals
underground	e) a railway system in which electric trains travel
hospitable	f) a very large, usually stone building, which is the largest and most important church of an area
hard-working	g) an old, important or interesting building or area, a place of interest
convenient	h) interesting and nice to look at
attractive	i) situated near you, easy to get to, easy to use

c) Check your memory. Do you remember what sights Mr. Rambler thinks are the symbols of Minsk for these people: children, young people, old people, parents with children, tourists, businessmen?

4. Read Mr. Rambler's article. Fill in the missing words.

Have you ever been to Minsk? If you haven't, you must visit the capital of Belarus. It's an ... (1), clean and green city that stands on the river Svislach. Minsk is situated in the centre of the Republic. It is the largest city of Belarus with the population of about two million. And it is one of the oldest cities too. There is no historical record of the date when

Minsk was founded but it was first mentioned as Mensk in 1067. There are many beautiful sights in Minsk – parks and gardens, churches and ... (2), museums and exhibition centres, sports palaces and fitness centres, cinemas and theatres, ...(3) and night clubs, monuments and department stores, the famous building of the National Library and the picturesque river banks.

What are the symbols of Minsk? Belarusian boys and girls would say that they are Cheluskintsi Park, Gorky Park and the Circus. Mums with babies will choose the Botanical Garden. Veterans will name the Peramoga (Victory) monument in Peramoga Square. Students will say that Minsk is famous for its cafes and discos, computer and night clubs and, of course, for its universities. Businessmen are sure that modern high-rise buildings of banks and offices are the symbols of the capital. ... (4) from Germany or Poland think that Minsk can be proud of its Opera and Ballet theatre. For some ... (5) Belarusians the true symbols of Minsk are the factories of the capital. People from other Belarusian towns and villages are sure that the Minsk ... (6) is the best symbol of Minsk. It is so comfortable to travel in and so ... (7) – it can take you to many places of interest of the city.

Come to Minsk to see with your own eyes the ... (8) of this beautiful city. You will understand that the ... (9) and kind people of Minsk are the true symbol of the capital. Welcome to Minsk!

- 5. Have you been to any of the places of interest mentioned in the text? Do you agree that Belarusian people are hard-working, kind and hospitable? What are the symbols of your city / town / village?**

LESSON 4.

Home, sweet home

Active vocabulary: a garage, a cottage, a roof, a chimney, a fence, a balcony, two-storeyed, a block of flats

1. a) Match the halves of the proverbs about home.

East or West

like home.

Home is home

home is best.

There is no place

than roast meat abroad.

Dry bread at home is better

though it be never so homely.

b) In pairs find equivalents of the proverbs in your language.

c) Which of the proverbs do you like best?

2. a) Look at the pictures. Are these houses in the town or in the village?



⌚ **b) Listen to children's descriptions of their houses. Match the descriptions with the pictures in ex.2a.**

A. We live in a big **block of flats** in the centre of the city. Our flat is big and comfortable. Everything is close – there's a supermarket, a bank and a fitness centre. There's a playground and a car park in the yard. Living here is very convenient.



B. I live in a lovely **cottage** in a little peaceful village about 20 minutes' drive from Bath. It's where I grew up and all my friends are here. My house looks really nice with a white **chimney** on its red **roof** and a colourful front garden. There's a green **fence** around my house.

C. My house is in a quiet neighbourhood in the suburbs of the city. It is a **two-storeyed** house with a **garage** and a **balcony**. When my friends come to my house, they often describe it as a dream house, but to me it's just home, sweet home.



c) Point to and name the elements of the pictures which are described with the words in bold.

3. a) Put the words in bold into three groups. Follow the pattern.

■	■■	■■■
roof	chimney	two-storeyed

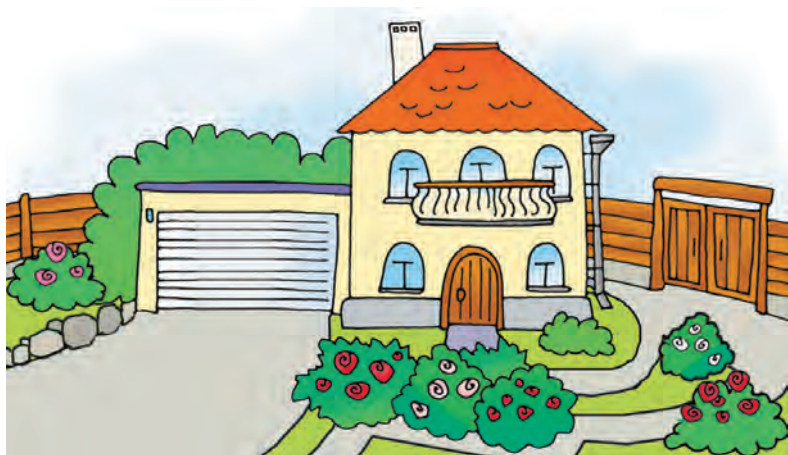
- ⌚ b) Listen and check. Then – listen again and repeat.

- c) Interview your partner.

- Is your house a cottage or a two-storeyed building?
- Has your house got a garage and a balcony? Is there a fence around your house?
- What colour is the roof of your house? Is there a chimney on the roof?

4. This is a part of the letter Sarah wrote to her pen-friend. She spilt some water on it and you can't read some words.

Complete the letter. Use the picture for help.



Dear Sandra,

In your last letter you asked me to tell you about the place I live in. As you know I live in a small quiet village in Somerset. Many tourists visit my village because of its famous castle. You won't find any skyscrapers or high-rise buildings in my village. There are a lot of nice old cottages here with beautiful gardens. My family live in a lovely (1) house with a red roof and a little (2) on it. As you enter through the old oak gate in the (3) you find yourself in a colourful front garden. Once a year we have an Open Gardens Day in our village, and a lot of people always come to our garden to have a look at the beautiful roses my mother grows. To the left of the house there's a two-car (4). My father usually collects me from school on the way home from work. On the first floor there's a (5), and when the weather is sunny we like to have a cup of tea there. It's very relaxing to live in the country and the air is so lovely and crisp here ...

5. a) Write a letter to Sarah. Describe your house and your neighbourhood. Use ex. 2b and 4 for help.
- b) Play a guessing game. The teacher will read some of your letters to the class. Try to guess whose letter it is.

LESSON 5.

Town or village?

1. a) In teams brainstorm the new words from the unit.
- b) Which of these words can be used to speak about towns, which – about villages?

c) Compare the two pictures. Use the words in the box to help you.

quiet, boring, modern, noisy, big, old, dirty, exciting, unhealthy, safe, clean, dangerous, beautiful, attractive, charming, uncomfortable, healthy



- 2. ⌚ a) Copy the table into your exercise book. Listen to the children discussing life in the country and in the city. Student 1 writes down the advantages of living in the country, Student 2 – the advantages of living in the city, Student 3 – the disadvantages of living in the country, Student 4 – the disadvantages of living in the city.**

S1	S2
S3	S4

b) Work in groups of four – Students 1, 2, 3 and 4. Share your information and complete the whole table. Add more advantages and disadvantages.

- 3. ☞ Look through the phrases below. Listen again and say which of them are used in the conversations.**

1. That's absolutely right.

2. Sure! That's exactly what I think!

3. Yes, but...

4. True, but...

5. Also...

6. Yes, but on the other hand...

7. From my point of view...

8. As a result...

9. On the one hand..., on the other hand...

10. For example...

11. Personally I think/ don't think...

12. First of all...

13. Secondly...

14. I see what you mean...

15. Another thing is that ...

16. In my opinion...

17. I think I agree with you.

4. Read people's opinions about living in the city and living in the village. Who do you agree with? Prove your point of view. Use ex. 3 for help.

Life in the country is boring.

Life in the country is safe.

Life in the city is fascinating.

People in the city suffer from noise and pollution.

5. Read the recommendations below. Are they good rules for discussion? Do you agree with them? Can you add anything to the list?

1. Never interrupt. 2. Never listen to others. What you are saying is most important. 3. Be polite. Attack the problem, not the person. 4. Don't shout. 5. Push others if they don't listen to you. 6. Make notes. 7. Ask questions. 8. Listen with an open mind. 9. Focus on the problem.

6. Work in groups of four. Have a discussion. Where is life better: in the country or in the city? Use your notes, ex.3 and 5 for help.

LESSON 6.

Ideal town

1. In groups of four make a list of your 7 favourite words from this unit. Exchange your lists with another group. Make up a story with all the words the other group has given you.

2. a) Read the boy's description of his dream-town and find four mistakes in the picture.



The town of my dreams is quite small but it is not far from a big city, so my family can go to the city at weekends to do some shopping or to see a performance at the theatre.

There are a lot of nice cottages in my town with lovely bright roofs and chimneys on them. There is no underground in our town and you can walk anywhere you need. There are no skyscrapers or other modern high-rise buildings there, the tallest buildings are the town hall and the bank. The most famous local sight is the ruins of the ancient castle. It was built in the 12th century and ruined in the 13th century, but some of the ancient walls have survived. They are situated in a very picturesque place.

There's a river running through my town. There are no factories in my dream-town and the air is very fresh. The streets are wide, that is why we have no problems with traffic jams. There are very few car parks as people mostly keep their cars in garages.

There are a lot of things to do and sights to see in our town. There's a cinema, a fitness centre and an exhibi-

tion centre as well as nice cafes by the river. It is lovely there with trees and flowers planted along the river bank. People from outside my town come here at weekends to enjoy boat trips and local food. You can see that our town is very convenient for living. Also, the people of my town are very hospitable and hard-working. My town is very attractive and worth visiting.

Welcome to the town of my dreams!

b) Work in pairs. Find sentences in the boy's description which speak about

the buildings

the size of the town

what makes the town attractive

what makes it comfortable for living

3. a) Match the nouns and the adjectives from the text.

1. food	a) wide
2. town	b) nice
3. city	c) modern, high-rise
4. roofs	d) ancient
5. buildings	e) fresh
6. cottages	f) small, attractive
7. castle	g) local
8. air	h) lovely, bright
9. streets	i) big
10. place	j) hard-working, hospitable
11. people	k) picturesque

b) Which of the adjectives in the box can you use to describe life in an ideal town?

fantastic enjoyable lovely horrible quiet
comfortable super easy difficult

4. **a)** You are going to make a presentation of your ideal town. Note down your ideas using the points from ex. 2b. You can do it in the form of an outline or a mind-map.
- b)** Work in pairs. Compare your notes. Choose the points you agree on.
- c)** Work in pairs. Draw a map of your ideal town. Get ready to describe it to your classmates.
- d)** Listen to your classmates and decide if their towns are worth visiting.



UNIT 7

Travelling to world capitals

LESSON 1. Plans and timetables

Active vocabulary: a journey, to leave, to arrive, to take (about the time of a journey), to catch, to miss, a flight, a ticket, to check in, luggage, on time

Active grammar: talking about future: the Present Simple Tense and the Present Continuous Tense

1. Ask and answer the questions.

- What forms of transport do you know?
- Which is your favourite form of transport?
- Have you ever travelled by ship?
- When was the last time you travelled by train / car / plane?
- When did you leave? When did you arrive? How long did the journey take?
- Was it a good journey? Why? Why not?



2. ☹ a) Mr. Rambler is at a London airport. Nick has come to see him off. Listen to the conversation, follow in the book. Where is he travelling?

– Excuse me, ma'am. I'm leaving for Sydney in half an hour, but I don't know where my gate is.

– Can I see your **tickets**, please?

– I'm not going to fly to Sydney. I've come to see my uncle off.



a



b

– Here is my ticket.

– Well, you are flying with British Airways, sir. Your **flight** is on time, it leaves at 12.45. It's only 11.15 now. You have enough time to catch your plane.

– What a relief! I thought I was going to miss it.

– Don't worry, sir. Go to the **check-in**. It's over there.

– Thanks a lot.

– Your **luggage**, uncle! You've left your suitcase!



c



d

– Thanks, Nick. Oh, one more question. When do we arrive in Sydney?

– In 21 hours, sir. Have a safe flight.

– Thank you very much.

How long **did** the journey **take**? –

It **took** ten hours.

How long **did** it **take** **you** to get to Moscow? –

It **took** **me** ten hours to get to Moscow.

b) Match the words in bold with the pictures.

c) Match the words with their definitions.



a journey	a) not to do something that is planned
a flight	b) the act of travelling from one place to another
to catch	c) to travel or be able to travel on a plane, train, bus, etc.
to leave	d) an act or the process of flying
to arrive	e) to need a period of time to do something
to miss	f) to go away from
to take	g) to get to a place at the end of a journey
to see off	h) the bags, suitcases that you take with you when you are travelling
to check in	i) a card given to someone showing that they have paid for something
a ticket	j) to report that you have arrived at an airport or hotel
luggage	k) to go somewhere with (someone) in order to say goodbye to them

3. Interview your partner.

- When do you leave home?
- When do you arrive at school? Do you always arrive on time?
- How long does it take you to get to school?

d) Do you have to catch a bus to get to school? Do you ever miss your bus to school?

4. a) Read the two sentences from the conversation at the airport. Answer the questions on page 243.

I'm leaving for Sydney in half an hour.

Your flight leaves at 12.45

b) Use the verbs in the box in either the Present Simple Tense or in the Present Continuous Tense to write about Mr. Rambler's future journey.

Example: *Mr. Rambler is going on a journey to Sydney in about an hour.*

leave, ~~go~~, leave, travel, arrive

1. His flight ... at 12.45.
2. He ... for Sydney in an hour and a half.
3. Mr. Rambler ... with British Airways.
4. His flight ... in Sydney in 21 hours.

arrive **at** school
arrive **in** Canberra

About future: **in** half an hour
in 21 hours

on time = neither early nor late

5. Ask your partner.

- Have you ever missed a bus or a train?
- Have you ever travelled by plane? Was the ticket expensive? Did it take you long to check in?

– Where did you go? When did your flight leave? When did you arrive? How long did your journey take?

– Did you have a lot of luggage (suitcases)? Did you have a good flight?

LESSON 2.

London landmarks

Active vocabulary: a tour, a landmark, public, to be surrounded by, a coach

1. a) Compare different ways of travelling. Use the adjectives in the boxes.



- b) Which do you think is the best way to make a tour around London? Why do you think so?

2. Nick wants to take a tour of London. He's talking to Rosie on the phone.

⌚ a) Listen to their conversation and say why Rosie isn't in London now.

a coach –
a comfortable bus for
long-distance travel

⌚ b) Listen again and say how many sights Nick is going to see.

3. a) Look quickly through the descriptions of the most famous London landmarks and match them with the photos.



The Tower of London



Big Ben and the Houses of Parliament



Hyde Park



St Paul's Cathedral



Piccadilly Circus



Madame Tussaud's Museum



Trafalgar Square
with Nelson's Column



Tower Bridge



Buckingham Palace



Westminster Abbey

A. The most famous bridge over the River Thames. There is a museum inside.

B. A large church where the coronations of many kings and queens took place.

C. A cathedral built by the famous architect Sir Christopher Wren, where an earlier cathedral used to be before the Great Fire of London in 1666.

D. Now a museum, it used to be a prison (*тyрма*), the Royal residence and a treasure house (*скарб-ница*).

E. The official London home of the Queen. The Palace with 600 rooms is open to the public in summer, when the Queen is on holiday.

F. A popular London park with Speaker's Corner where you can say anything you like to the public.

G. London's most famous square with a column named after Admiral Nelson who won the battle of Trafalgar. The square is surrounded by many famous buildings (The National Gallery, The National Portrait Gallery).

H. This famous museum is found in Marylbone Road, near Baker Street. The wax figures of famous people are all life-size. Open daily.

I. The Palace of Westminster, as the Houses of Parliament are officially known, stands beside Westminster Abbey, by the Thames. The clock tower, 98 m high, is known throughout the world as Big Ben. Big Ben is in fact the tower bell, which weighs 14 tonnes.

J. One of the most famous London landmarks – a square surrounded by souvenir shops and places to eat, from where Piccadilly runs to Hyde Park Corner. The square is actually round.

b) Read the texts. Find the place which

- ✓ is in fact a palace,
- ✓ is full of shops and restaurants,
- ✓ is always open to the public,
- ✓ is good for speaking to the public,
- ✓ has a monument in the centre,
- ✓ is important for the Royal family,



- ✓ is a rebuilt cathedral,
- ✓ has a museum inside,
- ✓ used to be a dangerous place,
- ✓ is open to tourists when the Queen is away.

c) Use the rules on pages 241–242 to explain the use of articles with the most famous London sights.

- 4. a) Read Nick's diary for tomorrow. Use the diary and the verbs from the box to write about his plans.**

go (2), have (2), visit



1. 09.00 – Nick ...
2. 10.00 – 13.00 – Nick ... on ... around London.
3. 13.00 – Nick ...
4. 14.00 – Nick ...
5. 17.00 – Nick ...

09.00 - breakfast
 10.00 - bus tour
 13.00 - lunch
 14.00 - Tussaud's
 17.00 - Sherlock Holmes' Museum

b) Do you think the tour Nick has planned is long enough?

- 5. Work in pairs. Prepare to go on a tour around London. Discuss what sights you would like to see and why. Make a shortlist of places of interest to see in one day. Compare with another pair.**

LESSON 3. London sightseeing tour

Active vocabulary: to get on/off, a window seat, an aisle seat, to book (a ticket), a passenger, a guide, a guided tour

1. **a) Play in teams. Name as many London landmarks as you know.**

b) Which of them are the most interesting to visit? Individually, rank the landmarks.

sight = place of interest = landmark

c) Make a survey. Find out which London landmark is No 1 for your group.

2. **Nick is reading a leaflet advertising a sightseeing tour round London.**

a) Look through the leaflet and find out what information you can get from it.

1) working times; 2) contact phones; 3) where to buy tickets; 4) prices.

THE ORIGINAL SIGHTSEEING TOUR

ENGLISH LIVE GUIDES AND EIGHT DIFFERENT
LANGUAGE COMMENTARIES

- ☐ Commentaire en Francais
- ☐ Commento in Italiano
- ☐ Deutsche Ansage
- ☐ Nederlands commentaar



- ☐ Svensk Guidning
- ☐ Commentario Espanol
- ☐ (Japanese hieroglyphs)
- ☐ Комментарий на русском языке



Welcome to the tour information

- 'Hop-on Hop-off' service
- four tours for the price of one
- English live commentary
- Daily departures from every stop
Summer: 09.00–19.00 every six minutes; Winter: 10.00 – 17.00 every 15 minutes
- Fast entry tickets to the best London Attractions



Where to buy tickets information

- On the bus
- From any London Tourist Information Centre
- From your hotel
- From any Tour Agent



Tel: 0207 877 1722

b) What languages are the commentaries in? Work in pairs. Use the flags and the information in the leaflet to answer the questions. Choose the languages from the box.

Japanese French German Italian
Spanish Polish Russian Dutch Swedish

3. ☎ a) Nick calls the Original Sightseeing Tour. He wants to know the details of the tour around London. Listen to his conversation with the operator. What details does he want to know?

☎ b) Listen and follow in the book. Guess the meaning of the words in bold. What do the underlined sentences tell us about: past, present or future?

O: The Original Sightseeing Tour. How can I help you?

N: My name's Nick. I'm going to take a tour of London with my aunt. The leaflet says it's 'a hop-on hop-off tour'. Does that mean I can **get off** the bus, visit Madame Tussaud's Museum and **get on** the bus again? You see we're going to Madame Tussaud's at 2 o'clock tomorrow. We've got tickets.

O: You're absolutely right. You can get on and off the bus at any stop.

N: I'd like to book **a window seat**. I hate **aisle seats**. You can't see anything from them.

O: Sorry, Nick. You can't **book** any seats on our tours. Your bus will be a double-decker, so if you want to see everything really well, go to the top deck.

N: OK, I'll sit on the top deck. Could you answer some questions for my aunt? Are the **passenger seats** comfortable?

O: Don't worry, Nick. Your aunt will be comfortable enough.

N: Are there any **seat belts**?

O: No, there aren't. But our buses are safe enough.

N: The leaflet says it's **a guided tour**. Do guides speak only English or all those languages listed in the leaflet?



O: Our **guides** speak English, but you can listen to commentaries in other languages if you want.

N: One last question. When do you start working?

O: The first bus leaves at 9 o'clock in the morning tomorrow.

N: Thank you very much.

O: I'm sure you'll enjoy the tour, Nick. Good-bye.

N: Bye.



4. a) Interview your classmate. Take notes.

– Have you ever been on a guided tour? Where did you go? Did you book the ticket or did you just buy it?

– Did you travel by coach? Where did you get on the bus / coach? Where did you get off the bus / coach?

– How many passengers were there on the bus? Were the passenger seats comfortable? Were there any seat belts?

– Did you take a window seat or an aisle seat? Was the tour exciting and enjoyable? Did the guide tell you a lot of interesting things? Would you like to go on a guided tour again?

b) Write a paragraph about your classmate's guided tour.

LESSON 4. Plans for Australia

Active vocabulary: local, a business trip, to stay

Active grammar: speaking about future – the Present Simple Tense, the Present Continuous Tense, the Future Simple Tense and 'to be going to + infinitive'

1. Interview your partner.

- Do you go to school by bus?
Where do you get on the bus and where do you get off?
- Has your family got a car?
How many passengers does it take?
- Are there seat belts for the driver and the passengers in the car?
- Do you always fasten your seat belt when you travel by car?
- When you travel by bus, train or plane, do you prefer window seats or aisle seats?



2. a) Read the underlined sentences from Nick's conversation in Lesson 3, ex. 3b. Answer the questions on page 243.



b) Match the replies with the mini-conversations. There is one more reply than you need:

– Do you know where you are going for the holiday?

– Yes, I've already got the tickets and...

A. I'll visit her tomorrow.

– Do you know that Rita is in hospital? She gets very few visitors.

– No, I didn't know. In that case ...

B. I'll go to Greece or Italy.

– There's a great film on at the cinema, you know?

– Yes, I do.

C. Then I'll go and see it tomorrow.

– There's a great film on at the cinema tonight, you know?

– Really?

D. I'll give you some.

– I haven't got enough money for the ticket.

– Don't worry, ...

E. I'm going to see it tomorrow.

F. I'm going to Greece.

3. It is Monday. Mr. Rambler is on a plane flying to Sydney.

⌚ **a) Listen to a conversation on the plane. How long is he going to stay in Australia?**

⌚ **b) Listen again. Which one word from the box is not included into the conversation?**

aisle seat, local, arrive, journey, catch a plane, leave, flight, miss a plane, on time, check in, luggage, guided tour, business trip, be surrounded, book a hotel, stay with, ticket, landmark, public, passenger, seat belt

4. a) What is the difference between these two sentences from the conversation? Answer the questions on page 244.

A. Are you going on a business trip too?



B. I'm going back in a week.

b) Read the tapescript of the conversation. Which sentences with future structures tell us that the speaker

1) has decided to do something before the conversation (has an intention)? 2) decides to do something during the conversation? 3) has a fixed plan for a definite time in the future? 4) tells us about a timetable? 5) tells us about a future fact? 6) makes an offer? 7) makes a prediction about the future?

5. a) Complete the questions with *what*, *when*, *where*, *who*.



1. ... will the local time be in Sydney when the flight arrives there?
2. ... is flying to Sydney?
3. ... is going on a business trip to Australia?
4. ... does his flight to Canberra leave from Sydney?
5. ... does he have to do before his flight to Canberra?
6. ... is meeting Mr. Rambler in Canberra?
7. ... is Mr. Rambler staying in Australia?
8. ... are they going to do in Australia?
9. ... will Mr. Rambler be surrounded by in Australia?
10. ... is he going to book tickets to Uluru?
11. ... is Uluru?
12. ... is Mr. Rambler going back home?
13. ... does his plane leave?
14. ... is he flying with?

🎧 **b) Listen to the conversation to answer the questions in ex. 5a. Make notes.**

c) In pairs ask and answer the questions in ex. 5a. Do you think Mr. Rambler will have a good time in Australia? Why? / Why not?

LESSON 5. Canberra — Australian capital

Active vocabulary: a government, a parliament

1. Canberra is the capital of Australia. What do you think 'Canberra' means in the local language? Is it

- a) a friendly place?
- b) a lovely place?
- c) a meeting place?
- d) a public place?

2. a) Look through the article on Canberra from a tourist site and check your guess.

Canberra is halfway between Sydney and Melbourne – two largest cities of Australia. The city of Canberra has been the capital of the country since 1927. It is the home of the Government, the city where you can visit the Government House, the Parliament House, the Old Parliament House and many Nationals – the National Library, the National Museum of Australia, the Australian National Botanic Gardens and others. It is difficult to travel round the Nationals because there isn't enough public transport.

But it's not at all bad in the 'berra'. The name is believed to mean 'a meeting place' in the local language. It is surrounded by green hills making it a great place for bushwalking, cycling and skiing. The National Parks of the Canberra region are worth visiting.

Architect Walter Burley Griffin planned an ideal city of the future. The population of the capital is over 300,000 people who live in an area with around 12 million trees. Famous author of travel books Bill Bryson first arrived in Canberra in the late 1990s and said that it looked like a very large park with a city hidden in it. There is a lot to see and do in Canberra.

The National Zoo

It is a fun zoo for all ages with many species of animals which has the largest collection of big cats.

The National Capital Exhibition

It tells the story of Canberra from the start of Aboriginal times until the present.

The Parliament House

It was opened in 1988 and a flag on top of the building can be seen from almost any place in the city. It is in 3 kilometres from the city centre and you can go on a guided tour of the Parliament House when Parliament is not sitting.

The Australian National Botanic Gardens

The Gardens are over two kilometres to the west of the city centre. They have the best collection of Australian flora in the world. You can go on a guided tour of the gardens.

The National Library

The building looks both modernist and classic at the same time. Its collection is huge and the local cafe is one of the best public places in the capital.

The Australian Institute of Sport

It was opened in 1981 and has trained most of Australia's greatest athletes since then. There are some fun and interesting tours with famous sportsmen as tour guides.

b) Read the article carefully and say if the statements below are true or false.

1. Canberra lies between Sydney and Melbourne.
2. Canberra has always been the capital of Australia.
3. It is easy to travel in the capital.
4. The area around the capital is good for summer and winter sports.
5. Canberra and the area around the capital are very green.
6. Canberra is a city with a huge population.
7. There is only one national building in Canberra – the National Library.



The National Museum building is a landmark which matches its beautiful surroundings.

c) Read the information about Canberra landmarks. Where would you like to go and why?

- 3. 🕒 a) Listen to Mr. Rambler asking about the details of a Hop-on Hop-off bus tour of Canberra. Fill in the missing information.**



The National Library of Australia

– *Hop-on Hop-off Tours*. How can I help you?

– I'd like to know more about my tour of Canberra.

– When are you going on a tour?

– When does the first bus leave?

– It leaves quite early, at ... in the morning. You should be on time, sir.

– Where does it leave from?

– From Northbourne Avenue.

– What attractions do I visit?



The National Botanical Gardens



Bush walking in Australia

– The National Library, the National Portrait Gallery, the National Gallery of Australia, ... , ... , the National Museum of Australia and some others.

– Do I visit ... ?

– I'm afraid you don't, sir. You can go there by yourself, if you like.

– Is it ... ?

– Yes, it is. Your guide will be speaking English, sir.

– Ok. When do I arrive back at the city centre?

– You know, you can So you can see as much or as little of the city as you like.

– I'm going to see as much as I can. Thank you.

– You're welcome. I hope you'll enjoy your tour.

b) Explain the use of grammar in the underlined sentences.



c) Role-play the conversation with your classmate.

4. a) Change the statements in ex. 2b to make them true for Minsk. Imagine Mr. Rambler is on a business trip in Belarus. Use ex. 3a to role-play a similar conversation about Minsk.

b) Compare Canberra and Minsk:

1. What does 'Minsk' mean in the local language?
2. What famous landmarks can you see on a guided tour of Minsk?
3. Are the Parliament House and the Government House open to the public in your country?
4. What do Minsk and Canberra have in common?

LESSON 6. Too busy to meet?

Active vocabulary: busy

1. 🕒 a) Listen to the conversation. Follow in the book.
Why can't Mr. Rambler go bushwalking on Tuesday, Wednesday and Thursday?

– Hi, Andrew. Would you like to go bushwalking tomorrow?

– Sorry, Mel. I'm afraid, I can't. I'm going on a guided tour of Canberra tomorrow.



- How about Wednesday or Thursday?
- I'd love to, but I'm doing some sightseeing. We're going to Uluru on Wednesday.
- When are you coming back?
- My flight arrives at 8 o'clock on Thursday.
- You're a very busy man. What are you doing on Friday?
- Let me see. Friday, Friday. I'm not doing anything on Friday. OK, I'll go with you on Friday.
- Great! I'll meet you at the airport on Thursday and we'll talk about it.

b) How does Mr. Rambler say 'No' to his friend (2 examples)? How does he explain that he can't go with him (2 examples)? How does he agree to go with his friend?

2. Play the 'Busy Travellers' game.

a) Imagine you're a busy traveller. Below is your diary for next week. Copy it into your notebook.

	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

b) Fill it in with six different appointments from the list below. Use your own ideas if you like.

guided tour of London
guided tour of Minsk
guided tour of Canberra
the National Library of Canberra
the Houses of Parliament in London
journey to Australia
business trip to London
business trip to Minsk
the Government House in Canberra
coach trip to local landmarks
flight to Uluru
Buckingham Palace
dinner with a friend
Australian National Botanic Gardens
the National Library in Minsk
shopping
St. Paul's Cathedral
local museum
the Parliament House in Canberra
football match of the local team

c) Choose three times in the week when you would like to meet and do something interesting with the other 'travellers'. Go round the classroom. Find out who is free at these times. Invite those who are free to meet with you. Use ex. 1a for help. Tell the class what you are doing and who you are doing it with.



UNIT 8

From Australia to Belarus

LESSON 1.

Down under

Active vocabulary: scared, to get seasick (airsick)

Active grammar: *if*-clauses and *when*-clauses to speak about the future

1. Is it better to travel by plane or by ship? Why do you think so? Are you scared of travelling by air? Do you get seasick travelling by sea? Do you get homesick when you are away from home?

2. ⓐ) Listen and say why the boy wants to go to Australia but his mother doesn't.

b) Match the beginnings and the endings of the sentences.

1. If you go by sea,
2. If you go to Australia by ship,
3. If you go to Australia for Christmas,
4. When you travel by plane,
5. When I go to Australia,
6. If you don't stop talking about Australia,
7. If I travel to Australia,

8. If you travel by plane,
9. If you go to Australia by ship,
10. If you don't spend Christmas at home,
 - a) you'll never go there.
 - b) they usually X-ray your luggage.
 - c) I'll see all the marsupials.
 - d) it'll take you no more than 15 hours.
 - e) you'll get seasick.
 - f) it'll take you about four weeks.
 - g) it'll be summer there.
 - h) I'll go on a guided tour.
 - i) it takes you weeks and weeks.
 - j) you'll get homesick.



🕒 **c) Listen and check yourselves. Why is the lesson called 'Down Under'?**

- 3. Read the sentences in ex.2 and answer the questions on pages 245–246.**



4. a) Read the sentences in the speech bubbles. Which of them are true for you?

When people travel, they usually make many new friends.

If you travel by plane, you get airsick.

If she doesn't speak English with her British friends, she will never be good at it.

When I do my English homework regularly, I get more good marks.

If I don't go to school tomorrow, I'll miss my English class.

b) Which of them tell us about the present, which – about the future? Complete the rule in the box:

In **if-** and **when-**clauses we use ... to speak about the future.

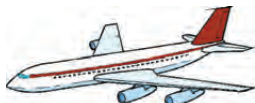
5. a) Complete the sentences below making them true for yourself.

- a) When I travel by plane ...
- b) If I travel to Australia , ...
- c) If I go ...

b) Share with your classmate. Compare your ideas. Do you have a lot in common?

c) Ask your partner:

How long will it take you if you travel to ... by ...?



Answer your partner's questions.

- 6. Read Nick's message to his Dad. Does Rosie know about the plans of the family for the Christmas holidays?**

Dear Dad!

Everybody says that if we (not / go) to Australia for the Christmas, we (miss) a lot of fun. The journey isn't too long. Uncle Andrew says that if you (travel) to Sydney by ship, it (take) you about 4 weeks. If Rosie or Mum (get) seasick, they (take) some medicine. When I (see) Rosie, I (tell) her more about our plans.

Nick.

- 7. Role-play a conversation on travelling to Australia. Use the cards below.**

Mother/Father:

A-1

You get seasick when you travel by sea – you can't go by ship.

You would like to go by plane – it is faster and more comfortable.

Son/Daughter:

A-2

You're scared of flying – you would like to go to Australia by ship. It is more interesting and enjoyable.

You want to learn something on the life of the local Australian people – you're doing a project on that next year.

You want to buy a boomerang in Australia.

Mother/Father:

B-1

You can't travel by ship – you get seasick, but you can't go by plane either – you're scared of flying.

You would like to go by train, most of the way.

Son/Daughter:

B-2

You hate trains. You don't feel comfortable on the train. You'd like to travel by ship (more enjoyable) or by plane (faster).

You want to learn more about the wildlife of Australia, because in the future you'd like to be a biologist.

You want to bring some coral back with you.

LESSON 2. Terra Australis incognita

Active vocabulary: a land, flat, a rock, holy, the sky, a star, a coast, landscape, central

1. Write down five things you think about when you hear the word 'Australia'. Compare your list with your classmates'.
2. a) Read Mr. Rambler's answers to questions about Australia. Find out how many things from your list are mentioned in his answers.



– If you look at the map of the world, you'll see that Australia is the biggest island in the world and its smallest continent. It's only a little smaller than the USA and it is bigger than Western Europe. By the way, it's 30 times bigger than Great Britain. **A**

– It is one of the oldest **lands** in the world. Although there are some mountains along the east **coast** and some along the west coast, the centre of the country is very **flat**. You can drive for hundreds of kilometres through the great deserts of Western Australia along roads that never seem to go up or down. **B**

– The landscape isn't boring at all, because in this great flat land there are some wonderful places. Although rain never falls and the land is very dry, the deserts are beautiful – red, orange and brown. There are great salt lakes, interesting plants and animals. And there are strange **rocks** that stand out of the flat desert floor. The most famous of these is the largest

piece of rock in the world – Ayers Rock. It is a very special place in central Australia: the rock is red, it is 335 metres high and you can see it from many kilometres away. Native Australians call it Uluru and believe it is **holy** – there is magic there. **C**

– They can't live in the deserts, on rocks or in salt lakes. In fact most of them live in the cities of the east coast. There are only about 19 million people in Australia and it's a very big country. You won't believe it, but there are ten sheep in Australia for each person who lives there. **D**

– Before Cook all world maps used to have words *Terra Australis Incognita* (Southern Unknown Land) on them where Australia and Antarctica are now. Captain James Cook discovered Australia in 1770, but the first European visitors were the Dutch. They **settled** there in 1616. Later, in 1788, the first British settlement appeared in Australia – Britain sent some criminals there. **E**

– It was much earlier. On old rocks in Australia you can see the so-called X-ray paintings of people and animals. They were left by the first Native Australians. Some of the paintings are about 40,000 years old. **F**

– The local wildlife, of course. But what surprised me most when I came there first, was the **sky**. If you look at the sky above Australia you'll see that it is absolutely different. The **stars** that you see are different. On the flag of Australia there is the Southern Cross – a group of stars you won't see if you look at the sky in Britain, for example. **G**

b) You have read the traveller's answers. What do you think the reporter's questions were? Work in pairs to write 7 questions to match each of the answers.



🎧 **c)** Listen to the conversation. Check yourselves. Guess the meaning of the words in bold.

3. Match the words with their definitions:

a land	a) without mountains, not rounded, having little or no height (высота)
flat	b) a country; the surface of the Earth (поверхность Земли) that is not covered by water
a rock	c) the dry part of the Earth's surface, or any large piece of this, material mountains are formed from
a coast	d) related to God, morally good
holy	e) the land next to or close to the sea
central	f) the area above the tallest structures on the Earth, in which clouds, the sun, etc. can be seen
the sky	g) something far away in space which is usually seen from the Earth as a point of light in the sky at night
a star	h) a large area of countryside or a picture of the countryside
landscape	i) in, at, from or near the centre or most important part (of something)



sky above Uluru –
Ayers Rock



Australian
coast



flat desert – typical Australian
landscape



- 4. Match the paragraphs (ex. 2a) and the titles below. There can be more than one paragraph for one title. Then find key words and phrases in the paragraph for each title.**

HISTORY

AREA

LANDSCAPE

POPULATION

SPECIAL THINGS

- 5. Work in pairs. Take turns to answer the questions.**

- Is your country flat or are there any rocks in Belarus? Do you know any countries that are flat? Do you know any countries where there are a lot of rocks?
- Why do people live mostly along the coast in Australia? Why don't they settle in the central part of the continent?

- Why do you think the Native Australians believe that Uluru is holy? What other holy places do you know?
 - When did the first Europeans settle in Australia? Where and when did people first settle in your country? What parts of the country do they mostly live in?
 - When can you see millions of stars in the sky? Why do you think you can see starry sky on the Australian flag? What other countries have got stars on their flags?
 - Australia is a land of strange animals and millions of sheep. What kind of land is your country?
6. a) Use the card the teacher has given you to speak about another country.
- b) Describe your country to the group. Don't give the name of the country. Let your classmates guess.

LESSON 3. Passport to Australia

Active vocabulary: a state, a territory, climate, mild, to divide, mining, production, wheat, wool, cattle, minerals, oil, marine

1. Do the puzzle: If you throw a piece of blue rock into the Red Sea, what will happen?
 2. a) Study the map. Can you see the Red Sea on the map? What seas surround Australia? What big cities can you see on the map? What is Australian landscape like?
- 🕒 b) Listen to the museum guide speaking about Australia. Is this country a good place to live in?



3. 🎧 a) Listen to the words from the box. Which of them are easy to understand? Why?

state, territory, climate, mild, divide, mining, production, wheat, wool, cattle, minerals, oil, marine (fishing)

b) Guess the meaning of the other words from the dictionary examples below:

1. **Cattle** are large farm animals kept for their milk or meat – cows and bulls.

cattle (*n. plural*) *The cattle are eating grass.*

2. In Europe people mostly eat **wheat** bread, which is light in colour.
3. **Wool** is hair which grows from the bodies of sheep and some other animals, or material made from this. Clothes made from wool are very warm and really good for winter wear.
4. **Mild** climate is never extreme – with cool winters and warm summers.
5. Belarus is famous for salt **mining**.
6. Whales and dolphins are **marine** animals.
7. Belarus **is divided** into six regions.
8. **Oil** is transported in tankers to America and Europe from such countries as Iran and Kuwait.



cattle in Australia

4. **a) Read the statements on Australia. Work in pairs and decide which four of them are false.**

There are two states and six territories in Australia.

Each state has its own government and its own capital city.

Canberra is the capital city of the country.

Australia is famous for gold mining, wheat growing, sheep and cattle farming, production of oil, minerals, wool, meat and sugar and marine fishing.

The climate of Australia is hot and wet in the South, hot and dry in the North and mild in the centre.

The country is not popular with tourists, because the landscape is boring and there is no wildlife.

🎧 **b)** Listen to the text about Australia again and check yourselves.

5. Fill in the passport to Australia. Use the information from lessons 1–3.

Name: Australia, Down Under

Area:

Population:

Capital city:

Parts:

Climate:

Landscape:

Famous for:

History:

Other information:



6. Work in pairs. Speak about Belarus. Use the questions below for help.

- Is your country divided into territories and states?
- Where is the central government of your country?
- Is the climate of your country mild?
- How many languages do people of your country speak?
- What is your country famous for?



7. Work in two teams. Prepare 5 questions for a quiz on Australia. Close the books. Ask and answer the questions. Which team is the best?

LESSON 4.

Croc-files

Active vocabulary: gorgeous, cute

Active grammar: Conditional I

1. Which animal do you think is the symbol of Australia? Discuss with your classmate.
2. 🕒 a) Listen to Steve Irwin – a famous Australian. What do you think Steve's job is?

b) Match the pictures with the lines from the interview.

1. This baby will only get out of its mummy's pouch if it feels safe.



a



b

2. Australian wild horses – brumbies – are gorgeous!

3. Then there is the dingo – the Australian wild dog.



c



d

4. Tasmanian wolves disappeared in the 20th century.



e

5. It will only let go off something if it breaks down.

6. Now they go hunting.

Give me another tourist.
The last one was yummy!



f



g

7. There are 50 species of kangaroos in Australia.

3. a) Read the definitions of three words which describe Australian animals. Match them with the adjectives in the left column.

gorgeous

cute

naughty

a) behaving badly, not following the rules

b) very pretty

c) very beautiful

b) Work in pairs. Say what other animals are cute, naughty or gorgeous.

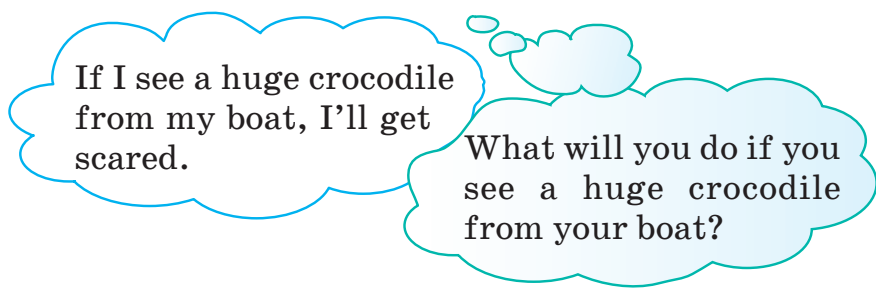
4. a) Read sentences 1 and 5 from the interview. Translate them into your own language. Read the rule in the box below. Do you use the same verb forms in each part of the sentence in your language?

6. Do you know your classmates well?

a) Do a questionnaire from Steve and his wife Terry. Write answers to the questions below as if you are your partner. Follow the example to write full answers.

WHAT WILL YOU DO IF

- ... you see a huge crocodile from your boat?
- ... a naughty dingo starts eating your lunch?
- ... someone gives you a cute koala baby as a present?
- ... you see a Tasmanian devil in front of you?
- ... you see a gorgeous Australian wild horse?
- ... you get lost in a dry Australian desert?
- ... someone invites you to go to Australia on holidays?



If I see a huge crocodile from my boat, I'll get scared.

What will you do if you see a huge crocodile from your boat?

b) Check your guesses. Ask your partner and tick your correct predictions. Count how many correct predictions you have. Who knows their classmates best? Report to the class.

LESSON 5. To buy or not to buy?

Active vocabulary: shore, beach

1. 🎧 **a)** Listen to the tongue-twister. Follow in the book. What sounds are repeated?



seashells

She sells sea shells on the shore of the Seychelles, and the shells that she sells are seashells, I'm sure.

🕒 **b) Listen and repeat. Practise saying the tongue-twister as fast as you can. Mind your sounds!**

c) All the words in the list except three have the [ʃ] sound. Find the odd words out.

national	shark	unfinished	special	sheep
fishing	station	shell	machine	chocolate
suffer	sure	Asia	ocean	show
shower	dishes	sweatshirt	shoe	mushroom
should	ship	shorts	Russian	beach

2. a) There are two words missing in the rules for animal lovers – *always* and *never*. Fill in either *always* or *never*. Check with your partner.

... buy things like ivory, bone souvenirs, tortoiseshell, feathers or shells;

... buy something that the local people produce without using animals;

... take a piece of coral reef home with you;

... touch coral reefs;

... visit small private Zoos;

... make animals suffer;

... go on a photo safari;

... leave litter on the beach after a picnic.



tortoiseshell



feather



coral reef

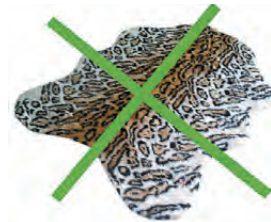


ivory

- b) Check with the tips for animal lovers from a nature magazine.**

SOUVENIRS

Don't buy things like ivory, bone, tortoiseshell, feathers or shells. Animals die to make such souvenirs. If you want a souvenir, buy something that the local people make without using animals.



ATTRACTIONS



Try not to go to circuses and other places where animals are shown to the public, because animals suffer for the entertainment of tourists. Some Zoos aren't very good either.

Animals often live in very small dirty cages so it's a good idea not to visit small private zoos.

CORAL REEFS

If you go diving, don't take a piece of coral reef home with you. Coral reefs are alive and lots of animals

live there. Touching coral reefs is bad and dangerous for them as reefs take many years to grow. Coral reefs look so much prettier alive and underwater! If you want to remember your holiday, buy an underwater camera.

LITTER

On a sunny day it's great to have a picnic on the beach. But remember never to leave litter on the beach or in the forest. Plastic litter kills more than one million sea birds and 100,000 sea animals only in the UK every year. On many beaches you'll have to pay a lot of money now if you leave litter.



litter on the beach

c) How do animals suffer because of tourists? Answer the questions below. Use the tips for animal lovers. Explain your answers.

WHAT WILL HAPPEN IF

- you go to a small private Zoo or circus?
- buy souvenirs made from animals?
- you leave litter on the beach?
- you touch a coral reef?

3. Let's go to the Australian Bush Market.

a) Choose something from the list below. Get ready to advertise your goods. Use the adjectives in the box to describe the items you have.

50 postcards with Australian sights
6 books on the history of Australia
100 birds of paradise feathers

15 woollen scarves
300 seashells
25 pieces of coral reefs
33 shark's teeth necklaces
3 talking cockatoos
5 CDs with local music
5 tortoiseshell boxes
7 Aboriginal paintings
9 crocodile belts
37 toy koala bears
10 upside-down world maps
2 baby kangaroos
6 rocks with X-ray paintings

gorgeous
cute
naughty
special
pretty
beautiful
fantastic

b) Go around the classroom and exchange your things with as many people as you can. Make notes. Remember: your time is limited.

Example: *What will you give me if I give you three woollen scarves? My scarves are gorgeous!*

If you like what your partner is offering you, say: "It's a deal!" If you don't like what your classmate is offering you, say: "No deal!"

c) Your time is over. Count how many things and what kind of things you have got.

d) Who's the greenest?

LESSON 6. Travelling from point A to point B

1. What do letters A and B stand for in the title of the lesson? Look at the maps of Australia and Belarus (Unit 8, lesson 3). Do you think they have got any-

thing in common? What are the differences between the two countries?

2. a) Put the landmarks below in two columns – Australia and Belarus:

Belavezhskaya Pushcha, Ayers Rock (Uluru), Navagrudak, Polatsk, Mir and Nyasvizh castles, the Braslau Lakes, Great Bareer Reef, Grodna, Canberra, Raubichi, Dudutki, Narach region.

b) In pairs, tell each other what you know about these places.

c) Have you been to any of these places? Would you like to go there again? Why?

3. a) Look through the pages from the *Travel Guide on Belarus*. Which of the places of interest is the furthest away from Minsk? Which of them is the closest to where you live?

b) Prepare to tell your classmates about one of the places.



A bird's eye view
of Belarus

National Park “Braslau Lakes” (250 km from Minsk) is one of the most attractive places in Belarus. The area of the lakes is 183 sq. km. One of them – Lake South Volos – is about 40 m deep. The lakes are surrounded with beautiful landscapes. The Braslau Lakes have more than 800 species of plants, 20 of them are disappearing and they are in the Red Book. There

are more than 30 species of fish in the lakes. 45 of the birds are in the Red Book too – they are in danger. Such animals as badgers, brown bears, elks, wild boars and deer live in the forests around the lakes. The centre of the National Park is Braslau – one of the most ancient towns in Belarus. It was first mentioned in the early 11th century.

Sport Complex “Raubichi” (22 km from Minsk). This sports complex in the central part of Belarus was built for ski competitions. Now it is a popular place for festivals and weekend holidays – tourists can stay in comfortable three-star hotels and lovely little cottages. There is a forest and a lake there and in winter you can ski-jump and ride on sledges. Right here there is a historical monument – a Cross Mount Roman-Catholic church with a museum of local costume from all regions of Belarus.

Dudutki (40 km from Minsk) is an open-air museum. This is a museum of handicrafts which was founded in 1993. Here the past and present are brought together and you can feel the atmosphere of the 19th century and discover the secrets of ancient handicrafts. It makes Dudutki one of the centres of cultural life in Belarus.



Dudutki

Grodna (275 km from Minsk). Grodna was first mentioned in 1128 A.D. It is one of the oldest cities in Belarus. It was founded in the 11th century on the picturesque banks of the Neman River. Monuments of all periods of history have survived in Grodna: the Church of St. Boris and Gleb (the only 12th century church in Belarus); the Old Castle (a monument of the

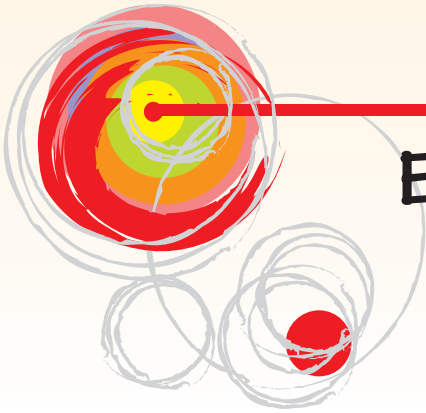


Grodna

16th century); the New Castle (the 18th century); catholic churches of the 17-18th centuries. The Old Town is one of the most interesting sights of Grodno.

Lake Narach. (170 km from Minsk). The Narachansky land is famous for Lake Narach, a pearl of the Belarusian nature, and the most picturesque Blue Lakes. The beauty of Lake Narach, its wonderful forests, golden beaches and mild climate bring thousands of tourists to the lake's shores. One third of the area of the park is covered with forests. There are 42 lakes here. The Narach land has the largest number of pine forests in the country. The area is famous for its mineral waters, too. The Blue Lakes have made this land really famous.

- c) Go round the classroom, telling your classmates about your place of interest.**
- d) Work in pairs. Answer the questions: "If you travel round Belarus, where will you go? Why?"**



UNIT 9

English

LESSON 1. Let's read in English

Active vocabulary: a grown-up, a teenager, to borrow, to return, by heart, a cover

Active grammar: *could* for expressing ability and possibility in the past

1. Ask and answer.

- Do you read a lot?
- What are your favourite books?
- Do you ever read in English?
- Have you read any books by Roald Dahl?

2. ⌚ a) Listen to the adapted version of an extract from *Matilda* by Roald Dahl. Follow in the book.

b) Which age group does Matilda belong to:

babies (0–1)?

young children (1–7)?

older children (8–12)?

teenagers (13–19)?

grown-ups?

What books does she read?

Matilda's brother was a perfectly normal boy but his sister, as I said, was different. **By the age of one and a half she could speak perfectly well** and she knew as many words as most grown-ups. The parents called her a noisy chatter-box and used to tell her that small girls should be seen and not heard.

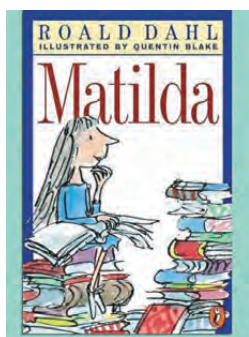
By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. **At the age of four, she could read fast and well** and she naturally began looking for books. The only book in the house was something called *Easy Cooking*. When Matilda had read it from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

"Daddy", she said, "do you think you could buy me a book?"

"A book?" he said. "What d' you want the book for?"

"To read, Daddy."

"What's wrong with the telly? We've got a lovely telly and now you come asking for a book! You're getting naughty, my girl!"



The cover of Roald Dahl's book

Nearly every weekday afternoon Matilda was left alone in the house. Her brother (5 years older than her) went to school. Her father went to work and her mother went out playing bingo in a town 8 miles away. **So, Matilda could do anything she liked.** On the day when her father had refused to buy her a book, Matilda set off all by herself to the public library in the village.

When she arrived, she introduced herself to the librarian, Mrs. Phelps. She asked if she could sit awhile and read a book.

“Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. **“I’m sure I can find a book myself.”**

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would go down to the library. The walk took her only ten minutes **and then she could sit in a cosy corner for two hours reading one book after another.**

“I’m wondering what to read next,” she said one day. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well.”

Mrs. Phelps was surprised. “Exactly how old are you, Matilda? she asked.

“Four years and three months,” Matilda said.

“What sort of book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

“Try this,” Mrs. Phelps said at last. “It’s very famous and very good. If it’s too long for you, just let me know and I’ll find something shorter and a bit easier.”

c) What book do you think the librarian gave Matilda? Check your guess on page 195. Have you ever read any books by this author? Were they amusing / exciting / touching / boring / interesting?

d) Look through the underlined phrases. Guess their meaning.

3. a) Read the sentences in bold. Answer the questions on page 248.



- b) Complete the sentences below. Make them true for you.

Present: can – can't

Past: could – couldn't

1. I could speak perfectly well at the age of
 2. By the age of ... I could read fast and well.
 3. When I was a little boy / girl I could / couldn't go ... because ...
4. ⌚ a) Listen to the end of the first chapter from *Matilda*. What do we say to mean 'to take out books from the library' and 'to take books back to the library'?



- ⌚ b) Listen again. Do you agree that with a good book you can stay at home and travel all over the world at the same time? Can you give examples of such books?

- c) Answer the questions.

Who do you think reads more: teenagers or grown-ups? How often do you go to a public library? What books do you usually borrow? How many? Do you always return books in time (early enough)? Do you always read books from cover to cover? Do you

like learning things by heart? Would you like to read *Matilda* by Roald Dahl? There is a film made by the book. Would you like to see this film?

LESSON 2.

Prodigy children

Active vocabulary: to use, to recite (poems), an age, to be able (to do something)

Active grammar: *to be able* (to do something) and *can / could* for ability

1. a) What could you do when you were six? Ask your classmate.

Example: *Could you recite poems at the age of six? – Yes, I could. / No, I couldn't.*

recite poems, read, draw pictures, tell the time, use a mobile phone, play football, go shopping, swim, play a musical instrument, cook, count to a hundred, take photos, ride a bike, climb trees, use a computer, use a calculator, say the alphabet, write your own name, sing songs, get dressed, borrow books from a public library



Merci

– Could you _____ when you were six? I could.

– No, I couldn't. But I could _____ at the age of six.



– I can swim. I'd like to be able to when I'm 18.

– So would I.



⌚ **b) Listen and check. Study the grammar information.**

I **can** swim = I'm **able** to swim.

I **could** swim = I **was able** to swim.

___ and ___ are used to speak about ability in the present.

___ and ___ are used to speak about ability in the past.
For other tenses and forms we use 'to be able to'.

⌚ **c) Listen and repeat. Role-play the conversation in ex. 1a.**

d) Change the information in the boxes. Role-play the conversation again.

- 2. What would you like to be able to do in the future? Choose five things. Write five sentences. Compare with your partner. Do you have anything in common?**

Speak French, ride a horse, climb mountains, write poems, read *Matilda* from cover to cover, play chess, paint pictures, build skyscrapers, play the guitar, do yoga, sing in a group, fly a plane, travel round the world, design clothes, give clever advice, write computer programmes, find a treasure, make an invention, make a long journey, work in the government, go on a guided tour of London, stay in the most expensive hotels, settle down close to a beach, learn a long poem by heart, write books, become famous.

- 3. ⌚ a) Listen to some facts about William James Sidis – a prodigy child. Which fact do you find the most exciting?**

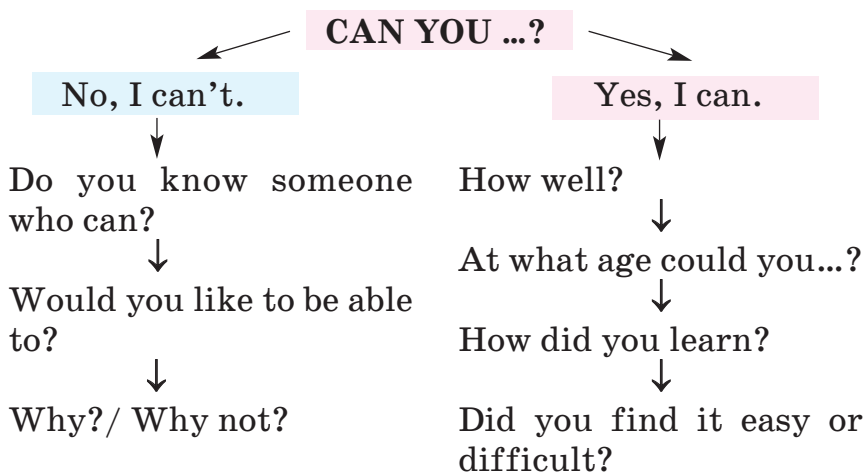
A prodigy – someone with a very great ability which usually shows itself when that person is a young child.

b) Is it always possible to use *can* / *could* instead of *be able to* or *be able to* instead of *can* / *could* in the these sentences? Why?

1. Billy's parents wanted him to be able to love learning.
2. Young William could read the New York Times at 18 months.
3. At the age of five he was able to name the day of the week for any given historical date.



4. Interview your partner. Use the chart and the box.



CAN YOU ... recite poems in English, sing songs in English, write stories in English, drive a car, play the piano, dance the tango, speak Belarusian, use the Internet, learn other languages?

LESSON 3.

My English class

Active vocabulary: a dictionary, a composition, aloud, to translate, a project, to attend

Grammar revision: *have to* for necessity, *must* for rules, *should* for advice

1. Interview your partner:

- When did you start learning English?
- When were you able to say the English alphabet / to read / to write?
- How many English classes a week do you have this year?
- Can you speak a little English now?
- When do you think you'll be able to speak English really well?
- If you don't know a word, do you a) ask your teacher, b) use the Internet or c) use a dictionary?



2. 🎧 a) Listen to Marta from Poland, Hans from Germany and Irina from Russia talking about their English classes. Who had the best English classes?

b) Who (M for Marta, H for Hans and I for Irina)

wasn't able to ask a question?
had a very good teacher?
had fantastic English classes?
was too scared to speak?
did projects?
was able to speak well at school?

had a very strict teacher?
learnt to speak English as a teenager?
learnt to speak English in Britain?
learnt how to use dictionaries?
had quiz-shows?
had horrible English classes?
used to learn songs by heart?
had two classes of English a week?
translated from English to their own language?
loved English at school?
had difficult grammar tests?
started learning English at the age of eleven?
didn't want to attend English classes?
used to learn English only at school?
wrote compositions at school?
recited poems in their English classes?
was good at talking?
read aloud a lot in their English classes?

🕒 **c) Listen and check yourselves.**

3. a) What do you usually have to do in your English class? Use the box to ask your partner.

attend all classes, learn and recite poems, learn songs by heart, write compositions, do difficult tests, read aloud, translate, read newspapers, learn grammar rules, use a dictionary, take part in quiz-shows, do projects, ask and answer questions in English, write exercises, play language games, read English books, listen to English people speaking, think carefully

b) Write what you had to do in your last English class. Did you enjoy it? Why?

We had to...

I liked ... because ...

4. a) Use the table to write sentences with *must* or *mustn't*.

	YES	NO
Attend all classes	✓	
Miss English classes		✓
Be naughty and noisy		✓
Write in school books		✓
Arrive for lessons on time	✓	
Bring your daybook to school	✓	
Do homework	✓	
Return books to the school library	✓	

1. You must ... all classes.
2. ... English classes.
3. ... naughty and noisy.
4. ... in school books.
5. ... for lessons on time.
6. ... daybook to school.
7. ... homework.
8. ... to the school library.



- b) From the list above choose the rules that work in your school. Compare with your partner.

5. a) What do you think teachers, parents and children should do or shouldn't do? Work with your partner. Use the ideas in the list to give advice.

help with the housework, give tests, give a lot of homework, watch too much television, do homework regularly, have longer holidays, listen to their parents, behave badly in class, help with homework, give better marks, give more pocket money, get more free time

- b) Compare with another pair.

6. a) Look through exercises 3, 4 and 5. Answer the grammar questions on page 250.



b) Complete each sentence with one of the modal verbs from ex. 3, 4 or 5.

1. I ... get up at 6 every weekday, because my school begins at 8 and it takes me 30 minutes to get to school.
2. I think he ... get up earlier. He's never on time, always late.
3. You ... leave now! You can't miss your English class today – you've got a test!



7. a) Divide the word snake below into 21 questions. Check with your classmates and teacher.

doyouhaveaconvenienttimetablewhatareyour-favourite subjects are you interested in learning languages is it easy or difficult for you to learn English have you got a good dictionary do you like writing compositions is it easy for you to translate from Russian into English and how often do you do projects in English are your English lessons enjoyable what do you have to do in your English lessons how often do you get good marks in English do you make many mistakes in your tests do you make mistakes while speaking English is English boring or interesting for you are you mostly active or quiet in your English class do you attend all your English classes or do you miss some of them do you always behave well in English classes are you sometimes too talkative are you often punished for being naughty what is an ideal teacher like are you a hard-working student?

b) Use the questions above to interview your partner. Report their answers to the group.

LESSON 4.

Word-building

Active vocabulary: again, without, regularly, helpful, helpless, careful, careless, useless, useful

Word-building: verb prefix *re-*; noun suffix *-ness* and adjective suffixes *-ly*, *-less* and *-ful*

1. Ask your classmate.

- Have you got a good dictionary or do you have to borrow one from your school library or friends?
- Is it an English-Russian dictionary or an explanatory dictionary?
- How big is the dictionary?
- How often do you use it?
- Do you do your homework with or without a dictionary?



without *adv, prep*

not having or doing something

E.g. Billy came to class without his school books.

2. a) Read the dictionary entries. Find equivalents of the words in your language.

friendly *adj*

someone who has a nice character, is like a friend;
a place in which people behave in a friendly way to each other

E.g. She had a very friendly and kind teacher. The atmosphere in the class was very friendly.

helpful *adj*

about someone who gives useful help or is always ready to help people

E.g. Nick is a very helpful child. He does a lot of housework.

I wanted to find information about the town and the guidebook was very helpful.

again *adv*

one more time, once more

E.g. Can you say that again?

I didn't hear you.

**return** *v*

give back or come back

E.g. He returned two books he borrowed from me last year.

helpless *adj*

about someone who needs help or unable to do something for themselves.

E.g. If you want to make a good translation, you must have a big dictionary. You'll be helpless without it.

careful *adj*

about someone who does something with care and tries not to make mistakes

E.g. You must be very careful if you want to make a good translation of this poem. Read every word before you translate.

careless *adj*

about someone who doesn't think before doing something, does something without care

E.g. Your composition is full of mistakes. You shouldn't be so careless!

carelessness *n*

state or condition of being careless

E.g. He is famous for his carelessness – he makes so many silly mistakes!

useless *adj*

about something or someone that is not helpful to you

E.g. This dictionary is absolutely useless! It has no words on computers.



useful *adj*

about things or people that are helpful to you because you can use them to do or get something

E.g. This book is full of useful information. I think I'll borrow it.

b) Choose the correct answers to the questions below.

1. What does the adjective suffix *-ly* mean?

a) like someone; b) having something; c) without something; d) able to do something.

2. What does the noun suffix *-ness* mean?

a) a person; b) condition or state; c) a science of; d) result.

3. What does the adjective suffix *-ful* mean?

- a) without something; b) having something;
c) able to do something; d) like someone.

4. What does the adjective suffix *-less* mean?

- a) having something; b) without something;
c) able to do something; d) like someone.

5. What does the verb prefix *re-* mean?

- a) together; b) too much; c) again or back;
d) before.

- 3. a) Add suffixes or prefixes to the following words and put the words into 5 different groups: *re-* (return); *-ness* (carelessness); *-less* (useless); *-ful* (careful); *-ly* (friendly)**

read, father, man, beauty, write, happy, build,
sad, visit, home, fit, clever, busy, woman, appear,
helpless, kind, construct, late, do, end, sleep,
hope, friend, think, age, child, love

🎧 **b) Listen and check yourselves.**

- 4. a) Read one more dictionary entry. What part of speech is the word? Try to say the word and the sentence in the example. Repeat after the teacher.**

regularly *adv*

many times and often at the same times, for example, every week

E.g. Our English club meets regularly once a month.

b) Put the words into two groups according to the stress pattern: ■■■■ or ■■■.

appearance, compliment, championship, competitive, professional, badminton, businessman, interesting, carelessness

🕒 **c) Listen and repeat.**

regularly – adverb;
friendly – adjective
ly ≠ ly

5. a) Complete the questions with the words from this lesson.

1. Do you do your homework ... or from time to time? 2. Do you always ... the books you have borrowed from the public library in time? 3. Are your classmates ...? 4. Are you ... or ... while doing tests? 5. When you are at school, what is the most ... thing for you? 6. Could you live ... a computer? 7. Who is the most ... person in your class? 8. What are you ... without? 9. What book would you like to read ... and ...?

b) Use the questions to ask your partner. Report the most interesting answers to the class.

LESSON 5. A test or a challenge?

Active vocabulary: to study, a challenge, important, during, until, in case, before, after

1. Do a mini-test. Give short answers to the questions below.

a) Which of the words and phrases in bold in ex. 2 means 'if'?

b) Which of them matches this pattern: _____ **TEST** ?

c) Which of them matches this pattern: **TEST** _____ ?

d) Which of them matches this pattern: TEST?

e) Which of them matches this pattern:  TEST?

2. Interview your partner.

- Do you hate tests or do you think a test is a challenge?
- What is your favourite type of test: multiple choice, true / false, short answers or essay (composition)?
- How do you study **before** the test?

to study

to learn about a subject at school or by reading books

E.g. I can't come out tonight, I have to study – there's a test tomorrow.

- How do you behave **during** the test?
- What do you do **in case** you can't answer a question?
- Do you do the test **until** the last minute or do you leave some time to find and correct the mistakes?
- What do you do **after** the test?
- Are the marks you get for tests important or unimportant?

a challenge

smth difficult that must be done well and that tests what you're really able to do

E.g. I think the final test will be a bigger challenge than the last one.

- ## 3. a) Read tips (advice) for students. One of the recommendations is not correct. Decide which one.

HOW TO STUDY FOR TESTS

Before the test

1. Find out which material the test will cover and what type of test it will be.

2. Study at a time when you are energetic and not hungry or sleepy.

3. Don't wait until the last minute! Short daily sessions are better than having a sleepless night before the test.

4. Repeat, repeat and repeat! Read and reread your notes and the most important parts of the textbook.

5. While studying, cover up your notes and retell them out loud.



During the test

1. Read the instructions carefully. Ask the teacher if you are unsure about anything.

2. Answer the most difficult questions first.

3. Keep busy! If you can't answer a question, return to it later. The answer may come to you while you are working on another part of the test.

4. When you are doing a multiple-choice test, first decide which of the answers are absolutely wrong. Then, take a guess. Your first guess is more likely to be correct. So, you shouldn't return and change your answer later. Do it only in case you are sure it is wrong.

5. On an essay test, take a moment to plan your writing. Write down the most important things you want to write about.

6. Keep it tidy! If your teacher is not able to read your writing, you might get a bad mark.

7. Don't do unimportant things such as rewriting test questions.

8. Leave time at the end to look over your work. Did you answer every question? Did you find and correct mistakes? It is easy to make careless mistakes while taking a test.

After the test

1. Read the teacher's comments carefully. Learn from your mistakes.

2. Keep tests. They will be useful while studying for end-of-year tests.

b) Discuss your ideas with your partner. Which of the tips do you think are the most helpful and useful? Are there any useless tips?

4. a) Find someone who

- ◆ always studies before the test;
- ◆ likes to study for a test with a friend or a group;
- ◆ always reads the instructions carefully;
- ◆ likes multiple-choice tests most;
- ◆ likes true / false tests most;
- ◆ likes short answers test most;
- ◆ studies only on the last night before the test;
- ◆ likes writing compositions
- ◆ reads teacher's comments carefully after the test;
- ◆ has never been able to get the highest mark for the test;

- ◆ is never happy until they get the highest mark for the test;
- ◆ always keeps tests for studying later;
- ◆ is never careless during the test;
- ◆ is often careless during the test;
- ◆ could do tests very well earlier but can't do them well now;
- ◆ never does unimportant things during the test

b) Report to the class.

LESSON 6.

English in my life

1. a) Listen to the poem. What is it about?

Absent or Present

by Bernard Young

Dear teacher,
 my body's arrived,
 it sits at a table
 a pen in its hand
 as if it is able
 to think and to act
 perhaps write down the answer
 to the question you've asked
 but don't let that fool you.
 My mind is elsewhere.
 My thoughts far away.
 So, apologies, teacher,
 I'm not here today.



⌚ b) Listen to the poem again. Follow in the book. Do you ever feel like that in your English class?

c) When is it easier for you to understand English: while reading or while listening? Is it easier for you to speak or write in English?

2. a) Work in pairs to do the quiz.

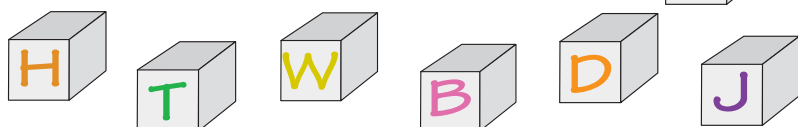
- ① What is the world's most widely spoken language: a) Spanish; b) Mandarin Chinese; c) Russian; d) English?
- ② How many people speak English in total: a) one out every five people on the planet; b) one out of every ten people on the planet; c) one out of every three people on the planet?
- ③ What percentage Internet is in English: a) more than 50%; b) more than 80%; c) 100%?
- ④ How many words does an average native speaker know: a) between 5,000 and 8,000; b) between 8,000 and 12,000; c) between 12,000 and 20,000?
- ⑤ How many words does an average native speaker use in everyday life: a) between 1,200 and 2,000; b) between 4,000 and 6,000; c) between 8,000 and 10,000?
- ⑥ How many words do you need to communicate in most situations: a) 500–1,000; b) 1,500–2,000; c) 3,000–5,000?

⌚ b) Listen to the radio programme about English and check yourselves.

c) Go back to the end of your book. Count how many new words you have learnt this year. How many words have you learnt since you started learning English? Can you understand English well? Are you able to speak and write in English?

3. Play the Abilities game.

- a) Choose a letter. You each have one minute to complete the sentences with an action that begins with this letter. The sentences must be true for you.
- b) Get one point for each grammatically correct sentence. Your classmates will also judge whether or not the sentences are true for you.
- c) If no one else in the group has the same sentence, you get two points.
- d) After everyone in the group has read out their sentences, choose another letter and play again. The winner is the person with the most points after all rounds.



At the age of six or seven I could...	As a teenager I can ...
...	...
When I'm a grown-up, I'll be able to ...	
...	

Example: (*R – recite*) *At the age of six or seven I could recite little poems.*

4. Read what people say about English. What do you agree with? Discuss with your partner. Share and compare with other pairs.

A. English is very difficult to learn. English grammar is terrible and English spelling is a problem for me. **B.** Though English is not a very easy language, I like it a lot. It's like a challenge for me. I like the history of the UK and I also like British music. I find the lyrics of songs in the Internet and then sing along with the music. **C.** English is very useful in life. It's very helpful when you travel – it makes traveling more enjoyable. You can read local newspapers and menus at restaurants. If you learn English really well, you'll be able to understand books and films in English. You'll be able to read Harry Potter or Lord of the Rings in English!!! **D.** English doubles your chances in life. If you learn it, your boss will send you to an English-speaking country on a business trip and you will get more money in your job. **E.** It's important to know English very well. You can use the Internet then and chat with people from other countries. And English is a world language. Everyone must know it. **F.** If you learn English at school, you'll have good test results and be able to go to University. **G.** English has always been my favourite subject at school. It's so enjoyable to be able to speak English with your classmates and your teacher, to listen to songs, recite poems, watch the news in English! I think, I'll learn French or German later.

- 5. Write a composition 'English in my life!' Use your imagination and as many new words and ideas from this unit as you can.**

Answer for ex. 2c: The librarian gave her a book by Charles Dickens.

Tapescripts

UNIT 1

LESSON 1, EX. 2

Girl 1: I think the girl is really good-looking. Look at her hair. Long curly and fair. She looks like Cinderella.

Boy: Yeah! She's got fair hair and brown eyes. That's really beautiful. And she's got a nice smile. She looks very friendly and active. She's fun!

Girl 2: She also looks sun-tanned. The picture is really good. And I think the boy is rather good-looking, too. He's got straight dark hair and big green eyes, pale skin...

Girl 1: And his freckles. He's got freckles all over his face! I love freckles! He looks so romantic. Isn't he sweet?

Boy: He needs glasses. If he wears glasses, he'll look like Harry Potter.

Girl 2: Oh, no. He's a bit too fat. And he looks quiet.

Boy: By the way. I've got some freckles, too.

Girl 1: Really? Where? I haven't seen any on your face.

Boy: Here. Look. One on the nose and some over here...

LESSON 2, EX. 3a

These adjectives are often used to describe someone's appearance. *Beautiful* means having beauty in it. This is the strongest adjective in the list. *Lovely* is *beautiful*, too. But this adjective can also describe

someone's character. A lovely girl often means friendly and kind. *Good-looking* just means looking good. And *handsome* is the same as good-looking, but used to describe a man, not a woman. For example you can say: He's got a *handsome* face. *Pretty* is about girls or women. It also means that the girl is nice-looking, but without being very beautiful. You know... pretty. And *ugly* is opposite to *beautiful*, something you wouldn't like to look at.

LESSON 2, EX. 5b

I think the girl in this picture looks really pretty. She's got a lovely smile and beautiful eyes. You can see that her eyes are smiling too. Her hair is straight and shiny. The girls, in fact, look like sisters, but her hair is a bit longer and darker.

I can't say that this man is young, but he is really handsome. He is tall and fit. He's got a large nose and light blue eyes. And he's wearing glasses. He looks like a famous designer or a photographer.

In my opinion all these people look great, but I can't take my eyes off one photograph. The boy here looks just like my son! He's a lovely little boy and he's going to be a very handsome young man. Look at him! Girls like him already! He's got short fair hair and he looks a bit pale. But I believe he's got lovely freckles in summer. My son does.

LESSON 3, EX. 4b

I used to play outside
But now I am reading inside
I used to be a flower
But now I am a garden

I used to look sweet
But now I look handsome
I used to be nothing
But now I am a Man

LESSON 4, EX. 2b

Interviewer: Today in our studio we have a great singer and a handsome man – Kris Allen – the American Idol 2008. Hi, Kris! Thank you for coming.

Kris Allen: Happy to be here.

Interviewer: We've got 100 questions from teens all over the world. Are you ready? Question one. How did you feel when you were chosen the best?

Kris Allen: Well... It was really exciting, and I couldn't believe it at the same time. It was probably the best moment of the year for me.

Interviewer: Has the show changed your life?

Kris Allen: Yes! Absolutely! My life used to be very different. I used to sleep more. I didn't use to travel so much. I used to enjoy different things. I was a different person. And I didn't use to have so many interviews.

Interviewer: Ha-ha! Did you use to look different too?

Kris Allen: Yeah! My skin looked much paler and, you won't believe it, I had shoulder-length fair hair.

Interviewer: Wow. Are you saying you looked like Legolas?

Kris Allen: I wasn't that fit. I didn't use to do any sports. Now I have to, you know.

Interviewer: Ha-ha! Did you use to sing different songs?

Kris Allen: Actually, I didn't use to sing at all. When I was thirteen I taught myself how to play the guitar and I play the piano, the viola, and the ukulele.

Interviewer: What's the kukulele?

Kris Allen: Ukulele. A musical instrument. Looks like a small guitar.

LESSON 6, EX. 2c

1. Look at you! Your hair looks fantastic!
2. You look so handsome, Brian!
3. Mmm. You look lovely!
4. I like your glasses.
5. Nice shoes!

UNIT 2

LESSON 1, EX. 2a

I've been to many shops. I love window-shopping, but very often I buy things myself. I've been to the supermarket many times. We usually buy something to eat there. I've been to our sweet shop once. I bought two kilos of sweets there. It was fantastic! I haven't been there since Christmas. We've got a large department store not far from here, and I've been there too. I haven't bought any clothes for half a year, which is terrible. Not far from our house there's a bakery. They sell delicious bread. I also used to buy newspapers, but now my dad buys them on his way to work. So I, probably, haven't bought anything at the newsagent's for ages. I haven't been to the pet shop since September, when we bought my Princess. I think pet-shop is my favourite.

LESSON 2, EX. 3a

– What a lovely checked shirt the boy is wearing! Look! And his white trainers are very smart.

– Are they? I don't really like his trainers. They look slightly old-fashioned. And his shorts are too baggy, I think. I hope he's wearing a belt. But the T-shirt he's wearing is nice. And his skateboard is fantastic! I'd like to have one myself...

LESSON 3, EX. 3a

Grandma (G), Nick (N) and Rosie (R) are speaking.

G: Hello, children!

N: It's Granny! Where have you been?

R: Wow! How many bags you've got!

G: I've been doing my shopping. And I've bought some party clothes for you.

R: Great! Can we please, please have a look, Granny?

G: Of course, dear. My grandchildren should always look smart. This dress is for you, Rosie.

R: Oh, granny. Blue is my favourite ... colour. Oh.

G: Come on! Try it on, Rosie.

R: Well, maybe later, gran. It's too beautiful.

G: Nick, go and try these trousers, and the shirt, and the tie on. You are old enough to wear a tie. And I'll take you to buy some new shoes tomorrow!

N: Oh, no granny, I really can't. All these clothes are fantastic, but they are too expensive.

....

N: Ha-Ha-Ha!

R: It's not funny, Nicholas!

G: Look at you! You both look lovely! You look like a businessman, Nick. So handsome!

N: Businessmen don't wear checked trousers these days.

G: I think you must wear these to your Christmas party at school, too.

R: I think this dress is a bit too short for a school party, gran. But I really like it!

N: And I look too pale in this shirt and I'm so messy. I just think I'm not good enough to wear it. It's too smart, and too expensive, and too traditional.

R: I don't think I'm thin enough to wear this lovely dress.

G: Well, children, I think I'm too old-fashioned to buy clothes for you.

N+R: Oh.

LESSON 6, EX. 2b

Rosie: Wow! What a dress! I've been looking for it for years!

Shop-assistant: Can I help you?

Rosie: Yes, I'd like to try this dress on, please.

Shop-assistant: Sure. The changing room is over there.

Rosie: So, what do you think of it, Mum? Don't you think it's nice?

Mum: Well, Rosie, it is. But I think you need a bigger size. It looks a bit too tight.

Rosie: Have you got this dress in a bigger size? M, probably.

Shop-assistant: Yes, here you are.

Rosie: OK. Is this one better? What do you think, Nickie? Does it look good?

Nick: Don't ask me. I'm not really good at choosing clothes.

Rosie: Oh, what a bore you are!

Mum: It's not bad. But I don't like the colour very much.

You look a bit pale in it. Try this green one on.

Nick: Wow! You look like Fiona from Shreck!

Rosie: Thank you.

Mum: That's lovely! It looks really good on you.

I think we'll buy it. How much is it?

Shop-assistant: £ 19.99.

Mum: Oh, well. It's cheap enough.

Nick: Brilliant! Now, let's go and buy something for me.

UNIT 3

LESSON 2, EX. 3a

1. She is really pretty. And fit. She's got big brown eyes and her legs are short enough. She sleeps most of the day and her skin looks green in the daylight. She looks a bit like Godzilla. Don't be surprised, my best friend is my pet iguana.
2. Some people say he's too serious. He's not really talkative, but when you ask him about Science he can talk non-stop for hours. He's hard-working and helpful. He is a little shy with new people, I mean he doesn't talk much and is a bit nervous but whenever I need help he's always there for me.
3. My Gran is my best friend. She's the most kind-hearted person I know. She really loves me and my two younger brothers. And she's never angry with us, even if we are naughty or misbehave. My Gran is very modern, too. She's really honest. If my mum or dad don't want to tell us something, she always will. And she won't hide or change any information. We get on really well together.

4. Sarah is slightly nosy. She's very interested in what's happening around. She knows all the news about people around and shares it with me. We are best friends because we have a lot in common and she's fun!
5. Brendon is very active. He enjoys all outdoor activities. He goes hiking, fishing, skateboarding and snowboarding. He has even tried diving in Egypt. He is not a couch potato at all.

LESSON 3, EX. 2a

Well, I've got quite a few friends. First of all this is Susan. She is my best friend forever. We've known each other for five years, but our mums have been friends since they were little. We have a lot in common. We've been both collecting anything we can find about the Beckham family, we've been doing shopping together. We have to, you see, as we've been wearing the same clothes to school on Fridays since we became friends. Susan is a true friend she's always there for me and we've never ever fallen out.

Then it's my sister Christine. We've been sharing one room for 8 years and though we used to fight a lot, today we get on really well. We are very different and don't have a lot in common. Oh. Right. We've been going to the same dance club since last summer.

We are also very good friends with Brendon. We've been going to Sunday drama school for a year. This autumn we've become the king and the queen of Halloween. We've been to the same summer camp twice, too.

LESSON 6, EX. 3c

Q: So, how long have you known each other?

P: For ever!

M: It seems like ages!

P: Well, it's not that long. We just met before summer started.

Q: And where did you meet?

M: It was the end-of-the-year party at my classmate's place. Pete is actually her younger brother. Everyone was so happy, looking forward to summer holidays.

P: Wait, wait a minute! You were happy, but I was feeling bad, because I'd just said goodbye to all my friends who had stayed back in Cardiff.

Q: So, what were you doing at the party?

P: Well, there were a lot of my sister's classmates and I didn't know anyone. Nobody wanted to talk to me because I looked much younger.

M: And I was talking to Carrie, Pete's sister, about our holiday plans when I saw Pete. I asked her who he was. She introduced us.

P: Yes and we spent the whole evening talking.

Q: And why did you become friends?

M: Well, Pete is very amusing and active. And we discovered that we had the same interests.

P: Yes, Carrie, Maria and I started meeting almost every day. Carrie didn't like tennis, but Maria and I did. So we spent a lot of time playing tennis...

Q: Has this friendship changed anything in your life?

P: I hadn't had a best friend before we met. Besides, the friends I used to have were only boys.

M: The same with me. I used to be friends only with girls. The boys in our class are so boring...

UNIT 4

LESSON 1, EX. 2b

- Do you do anything special to keep fit?
- Mm... exercises. That's all I do.
- And what sort of exercises?
- In the summer, like now, I jog at 8 in the morning.
- How far do you go jogging?
- I usually jog to Welton Park which is not far from my house.
- How often do you go jogging?
- Every day in the summer. I also go cycling to Welton Park once a week.
- And you've said something about games, what sort of games do you play?
- Sometimes I play in a badminton team on Saturdays at our school playground. I used to do gymnastics but not any more. I decided to give it up after my trip to India, now I prefer yoga. I also do karate and I love roller skating!
- You're really sporty!
- Not quite, you know. I'd like to take up athletics, too, but I'm afraid I'll have to give up school to do it.
- What kind of sport is not for you?
- Weightlifting. I know some girls do it, but it's definitely not for me.
- And do you think that really keeps you fit?
- I think so, yes, because I eat a lot.
- That leads to the question: what's more important for you: what you eat or the exercise you do? Your diet or keeping fit?
- I don't diet, no, I eat a lot. I enjoy my food. I think it's exercise that keeps me fit and healthy.

LESSON 2, EX. 1b

Want, East, West, more, East, West.

LESSON 2, EX. 2b

I: Why do you skate?

N: Skating is a form of exercise and it's fun to do.

J: It's a great way to meet new people.

D: Yes, I really enjoy skating, it's fun and it's also a really good feeling when you can do a new trick.

I: What kind of people skate?

N: Skate boarders are people who are very active, independent and talented. We hate doing *nothing*.

D: Yeah, we are not couch potatoes.

J: We are often people who are not very good at other things. And you shouldn't be afraid of doing different tricks. Some of the things we do are not for everybody.

I: What do your parents think about your hobby?

D: My mum doesn't like it very much. She thinks skating is rather dangerous.

J: My parents think it's great! I spend a lot of time outside with other kids, but not in winter when I have to go to a special club to skate. Then it's really expensive.

I: How long do you think you'll skate for?

D: I think I'll be skating for a long time. I like doing tricks in the air.

J: I've been skating for 3 years already and I'll keep skating until I can't.

N: Well, not as long as Joey and Dean, but maybe that's because I'm older.

LESSON 4, EX. 3a

1. He's one of the most unusual sportsmen, who lost many fans because of his difficult character. But he's got a gift. He's really talented. The one who turned the Ferrari team from sleeping giants to the no.1 Formula One team. He's been seven-time Formula One world drivers' champion. He's got real appetite for winning.
2. She started gymnastics in 1990 at age 4. Originally, she trained in Russia but, she was invited to train in Belarus. At the 2008 Beijing Olympic Games she was second in All-Around competition. But what I really like about her is what a strong little person she is. I remember once when I was watching the Berlin Masters Inna's music for the ball routine had been lost, she had to do it without music, with only the fans clapping along to help her... The worst thing that could happen to a gymnast. But she was good, really professional. And I'm a big fan of hers.
3. She is a two-time Olympic Gold Medalist, she was named World Sportswoman of the Year in 2007 and 2009. At the age of 27 she's set twenty-seven world records. She has been a nine-time major champion (Olympic, World outdoor and indoor champion and European outdoor and indoor champion). As a result, many believe she's the greatest athlete of all time. And the funny thing is, she wasn't even going to become an athlete. She used to do gymnastics.
4. His parents named him after former US president Ronald Reagan because he was his father's favourite actor, and not for political reasons. He

started playing when he was only 3 and at the age of 10 he already played in a professional team. When he was 18 after the match with Manchester United, United's players spoke enthusiastically of the young talent that they had just played against, saying they would rather have him in their team than play against him in the future. Today he's one of the top footballers of all time. You have to watch him play to see how good he is. Really smart.

5. When 13-year-old boy put on a pair of boxing gloves for the very first time, nobody could have imagined that he would become one of the greatest heavyweight champions of all time. Vitaly started his career as a kickboxer – he became a six-time Kickboxing-World-Champion. It was not before later when he discovered his love for boxing and quite fast he was very good at it too. His professional record since then is unbelievable: 38 fights, 36 wins with 35 Knockouts! He is the fourth boxer alongside Muhammad Ali, Evander Holyfield and Lennox Lewis to win a heavyweight belt three times.

LESSON 6, EX. 2a

- Hey, Yan! What's up!
- Hi, Nick! I've got great news! Belarus has won! The whole world is coming to Belarus!
- What are you talking about?
- The World Ice Hockey Championship! It's going to take place right here! In Minsk!
- Wow. You sound excited! I never knew you liked hockey so much! You must talk to Rosie. She's a fan. Is ice hockey popular in Belarus?

– Yes! Very! I know 3 boys who play in hockey teams. And that’s only in my class.

– I didn’t know that. Here in Britain we prefer football, I mean. People do play hockey, but there are many other kinds of sport that are more popular. Take rugby, cricket, or golf, for example. Are they popular in Belarus?

– Well, not really. I actually don’t know how to play rugby or cricket. But football has lots of fans. Every boy can play it. And lots of people go skiing or skating in winter.

– I guess we just don’t have enough snow to ski. Many people do go walking, though.

– Walking? You call it sport? I walk every day. I’m a great athlete!

– Not funny! I’d like to take up walking or jogging myself. It really helps you to keep fit.

UNIT 5

LESSON 2, EX. 2

N: Look, Rosie! What’s this?

R: Oh, it looks unusual. Is it a washing machine?

N: No, no! Don’t press the button!

N: Where are we?

R: It’s not England. Do you see these people? They look different! Their skin is sun-tanned.

N: Oh, Rosie. Look at these buildings. These are pyramids!

R: Pyramids?

N: Yes. We read about them in the history lessons.

Pyramids are graves where Egyptians buried their kings!

R: You mean pharaohs?

N: Pharaohs. How exciting! You know, Rosie, it's not a washing machine – it's a time machine. And we are not in England.

R: Is it ancient Egypt?

N: I think so. Look at these pyramids. It took 100,000 men over 20 years to build them. As far as I remember over two million heavy blocks of stones were used.

R: Let's get inside and find out what is in these pyramids. Maybe we'll find a treasure.

N: You must be very careful. The Egyptians believed that there's life after they die and pharaohs were buried with the things they wanted to take to the next world. But there are usually lots of secrets in pyramids and people who look for treasures there always die.

R: Oh, no. Why don't we go home, Nickie? RIGHT NOW!!!

LESSON 4, EX.3

... When we went out of the time machine we saw lots of dinosaurs. They were all huge animals of different colours. They looked very dangerous and they looked hungry too. Nick is very afraid of dinosaurs. When he saw them he shouted: "Rosie, please, let's go back!" But I wanted to get closer to the dinosaurs. They all could fly and they had feathers. Then we saw people. They were flying dinosaurs. I wanted to fly a dinosaur too...

LESSON 5, EX. 2

G: So, you are saying you are from the future?

N: Yes, don't you believe us?

G: Well, I don't know. But you look strange. Will England be different in the future?

R: Of course, a lot of things will be invented, like the telephone, for example.

G: Oh, come on. It was invented four years ago.

N: Well... computers will be invented in America. Radio will be invented by some Italian scientist.

R: No, by some Russian scientist!

G: All right, all right. What's radio?

R: It's a special box, you can listen to music and news programmes from it.

G: Hmm..., and what will happen to London? Will it change?

N: Oh, I've got bad news for you. It'll be burnt in the great fire.

G: Why? Again?

R: What do you mean again?

G: It was burnt in the great fire 234 years ago!

N and R: What else would you like to know about the future?

G: Will the 8th wonder of the world be built?

R: The 8th wonder? I don't even know that there are seven others.

G: Oh, come on. You are not from the future. You are from the ancient past if don't know such simple things.

LESSON 5, EX. 5b

You will see this memorial in New York City. It will be built over the site of the World Trade Centre,

where more than 2,500 people died after a terrorist attack in 2001. The model of the final design was first shown in 2004. The memorial is still being built. Thousands of flowers are laid every day at the site.

LESSON 6, EX. 2b

Many, many years ago in the 10th century there lived a beautiful Belarusian princess of royal blood Barbara Radziwill. She lived in a castle in Nyasvizh with her two brothers, Mikalai Radziwill Chorny and Mikalai Radziwill Rudy. Her parents died when she was a little girl and her brothers took care of her.

One day a ball was held in the castle. Zhygimont, the king of Poland, was invited to the ball. Zhygimont was tall and very handsome with dark hair and blue eyes. When he saw Barbara, he fell in love at first sight. Though Barbara's brothers and Zhygimont's mother, Bona Sforza, were against their love, they still continued to see each other and then married secretly.

When Bona Sforza found out about their marriage, she was very angry and decided to kill Barbara. She gave her a poisoned ring. Soon Barbara fell seriously ill and doctors couldn't help her. In a month she died. She was buried in Belarus but her grave was never found.

Zhygimont couldn't forget Barbara. He found a magician and asked him to help him see Barbara again. The Magician agreed but said that Zhygimont couldn't touch the ghost of Barbara. At night, when Zhygimont saw Barbara, he couldn't keep his word. He ran up to Barbara and tried to touch her. Barbara disappeared. Zhygimont couldn't live without Barbara and died. Since that time the castle of

Nyasvizh has been visited by the ghost of the beautiful woman. People call it the Black Lady.

UNIT 6

LESSON 3, EX. 3a

Have you ever been to Minsk? If you haven't, you must visit the capital of Belarus. It's an attractive, clean and green city that stands on the river Svislach. Minsk is situated in the centre of the Republic. It is the largest city of Belarus with the population of about two million. And it is one of the oldest cities too. There is no historical record for the date when Minsk was founded but it was first mentioned as Mensk in 1067. There are many beautiful sights in Minsk – parks and gardens, churches and cathedrals, museums and exhibition centres, sports palaces and fitness centres, cinemas and theatres, hotels and night clubs, monuments and department stores, the famous building of the National Library and the picturesque river banks.

What are the symbols of Minsk? Belarusian boys and girls would say that they are Cheluskintsi Park, Gorky Park and the Circus. Mums with babies will choose the Botanical Garden. Veterans will name the Peramoga (Victory) monument in Peramoga Square. Students will say that Minsk is famous for its cafes and discos, computer and night clubs and, of course, for its universities. Businessmen are sure that modern high-rise buildings of banks and offices are the symbols of the capital. Visitors from Germany or Poland think that Minsk can be proud of its Opera and Ballet theatre. For some hard-working Belarusians the true symbols of Minsk are the facto-

ries of the capital. People from other Belarusian towns and villages are sure that the Minsk underground is the best symbol of Minsk. It is so comfortable to travel in and so convenient – it can take you to many places of interest of the city.

Come to Minsk to see with your own eyes the sights of this beautiful city. You will understand that the hospitable and kind people of Minsk are the true symbol of the capital. Welcome to Minsk!

LESSON 3, EX. 3b

- | | |
|-----------------|--|
| 1. cathedral | f) a very large, usually stone building, which is the largest and most important church of an area |
| 2. hotel | d) a building where you pay to have a room to sleep in and where you can often eat meals |
| 3. sight | g) an old, important or interesting building or area, a place of interest |
| 4. visitor | c) someone who goes to a place to look at it |
| 5. underground | e) a railway system in which electric trains travel |
| 6. hospitable | b) friendly and welcoming to visitors |
| 7. hard-working | a) doing a lot of work |
| 8. convenient | i) situated near you, easy to get to, easy to use |
| 9. attractive | h) interesting and nice to look at |

LESSON 4, EX. 3b

1 syllable: roof, fence; *2 syllables:* chimney, cottage, garage; *3 syllables:* balcony, two-storeyed.

LESSON 5, EX. 2, 3

A: Well, I grew up in a small village in Dorset. I feel really lucky to live there, because it's a nice, quiet place, with beautiful nature, and everything is easy to do: the sea is only ten minutes away, the people are friendly and kind-hearted.

B: True, but don't you think that life in the village is too quiet and too easy? From my point of view life in the city is much more interesting and exciting. First of all there are a lot of theatres and museums, also you can have a great time in a fitness centre or at the cinema. Secondly, you are free to choose: you choose what school to go to, which film and where to watch, where to spend your free time. You can meet all sorts of interesting people in the city, while in a small village you've known everybody for ages and there isn't much chance of meeting somebody new, who can make your life more exciting. Another thing is that some people are too nosy sometimes.

A: I see what you mean... But don't you think that life in the city is more dangerous? The streets are always full of people, cars and buses, and in general modern cities are very dirty and noisy, and personally I think that life in a modern city, even in the suburbs is very unhealthy.

B: I think you are right. Life in the country is much healthier. But still I can't imagine my life with-

out huge supermarkets, skyscrapers, and ... without Monica, who lives next door in my dirty unhealthy city.

UNIT 7

LESSON 2, EX. 2

- Hi, Rose.
- Hi, Nicky. Where are you?
- In London, of course. I've just seen Uncle Andrew off. He must be flying over Europe now. You know he is arriving in Sydney in 21 hours!
- Wow!
- Anyway, I'm going to make a bus tour.
- What bus tour?
- A sightseeing tour around London.
- And I have to stay at home. Terrible!
- Come on, Rosie. I'll tell you about the tour when I come back.
- Tell me about it now. What are you going to see?
- Lots of things: the Tower of London and Tower Bridge.
- Are you going to go to the Tower Bridge Museum?
- I don't know. Only if I have time. Is it far from the Tower?
- No, it's very close. OK, what else will you see?
- Buckingham Palace and the Houses of Parliament – two palaces in one day.
- Say 'Hello' from me to Big Ben.
- I will. The leaflet says I'll see St Paul's and Piccadilly Circus, Nelson's Column and Westminster Abbey.

– Sorry, what did you say?

– St Paul’s Cathedral – a very large and beautiful cathedral in the centre of London. Then – Piccadilly Circus – a famous square. After that – Nelson’s Column in Trafalgar Square and finally – Westminster Abbey.

– Will you go to Madame Tussaud’s?

– Madame Tussaud’s Museum? Of course I will. Shall I take a photo of your favourite Mel Gibson?

– Please do. And of Arnold Schwarzenegger and Sylvester Stallone too.

– Rosie, they are too old for you!

– You idiot!

– Oh, and I’ll also go to Hyde Park and there at Speaker’s Corner I’ll tell everyone about your love for the oldies.

– You’ll be sorry when you come back, Nick McGregor.

– You are not at all dangerous with your broken leg, Rosie. Bye.

LESSON 4, EX. 3

Flight attendant: Yours is the aisle seat, sir. Make yourself comfortable.

Mr. Rambler: Thank you. What will the local time be in Sydney, when the flight arrives there?

Flight attendant: It will be Tuesday 20.45, sir.

Mr. Rambler: Tuesday evening! What a long journey! Hi, my name’s Andrew. Andrew Rambler.

Passenger: Nice to meet you, Andrew. My name’s Steve Cook. Are you flying to Sydney?

Mr. Rambler: Actually, not. In Sydney I have to catch a plane to Canberra. It leaves an hour after this flight arrives in Sydney. I’m afraid I can miss

my plane to Canberra if our flight is not on time. I have to check in first and take care of my luggage, you know.

Passenger: Don't worry, I'll help you. I'm flying to Canberra, too.

Mr. Rambler: Great!

Passenger: Is it your first trip to Australia?

Mr. Rambler: Yes and I'm very, very excited! My old friend is meeting me in Canberra. We're going to take a guided tour to Uluru. And as it's a business trip too, I'm going to write about Australian animals in danger – koalas, ostriches.

Passenger: Not about kangaroos, of course. You'll be surrounded by them in Australia. Some people think there are too many kangaroos in the country now. Have you booked a hotel yet?

Mr. Rambler: No, I haven't. I'm staying with my Australian friend.

Passenger: Have you booked tickets to Uluru yet?

Mr. Rambler: No, I haven't. But I think we'll book them when I arrive. Is it worth seeing?

Passenger: Yes, it is. It's the most famous Australian landmark. It's good that it's open to the public.

Mr. Rambler: Are you going on a business trip too?

Passenger: Yes, I am. I'm going back in a week. I'm flying from Sydney again.

Mr. Rambler: So am I. When does your plane leave?

Passenger: Next Monday, at 10 o'clock in the morning.

Mr. Rambler: So is mine! What a coincidence! We're flying back on the same plane!

Flight attendant: Fasten your seat belts, please. We're flying through a turbulence zone.

LESSON 5, EX. 3a

- *Hop-on Hop-off Tours*. How can I help you?
- I'd like to know more about my tour of Canberra.
- When are you going on a tour?
- Tomorrow. When does the first bus leave?
- It leaves quite early, sir, at 9.30 in the morning.

You should be on time, sir.

- Where does it leave from?
- From the city centre. Northbourne Avenue.
- What attractions do I visit?
- The National Library, the National Portrait Gallery, the National Gallery of Australia, the Parliament House, the Old Parliament House, the National Museum of Australia and some others.

– Do I visit the Government House?

– I'm afraid you don't, sir. You can go there by yourself, if you like.

– Is it a guided tour?

– Yes, it is. Your guide will be speaking English, sir.

– Ok. When do I arrive back at the city centre?

– You know, you can get on or get off the bus at any stop. So you can see as much or as little of the city as you like.

– I'm going to see as much as I can. Thank you.

– You're welcome. I hope you'll enjoy your tour.

UNIT 8

LESSON 1, EX. 2a

At home:

– Mum, if you go to Australia by ship, how long does it take?

– I don't really know. I think it takes weeks and weeks if you go there by sea. Why?

– You see, when I go to Australia, I'll see all the unusual animals – kangaroos, koalas. They are called marsupials, you know, they have little bags on their bodies for their babies. We're doing a project on Australia next year. I'll call it Down Under.

– Marsupials. If you don't stop talking about Australia, you'll never go there. And remember, if you go to Australia for Christmas, it'll be summer there.

– I don't mind. If I travel to Australia, I'll go on a guided tour to see all the landmarks. I'd like to go to Australia by plane. It's faster than by ship.

– When you travel by plane, they usually X-ray your luggage so they will certainly see how untidy you are.

– Very funny... If we go by ship, you'll get seasick.

– That isn't funny at all.

– Sorry, Mum. It was a silly joke. If you don't spend Christmas at home, you'll get homesick.

– Of course, I will. And you?

Later, at the travel agent's:

– Excuse me, how long will it take us if we go to Australia by ship?

– If you go to Australia by ship, it'll take you... Let me check...It'll take you about four weeks to get there by ship.

– Oh, dear. That's too long, I'm afraid. And if we fly there?

– If you travel by plane, it'll take you no more than 15 hours.

– I'm scared of flying, I hate planes. I've never flown by plane, you know.

– I don't think you should worry. Planes are safer than cars...

LESSON 2, EX. 2c

A. What is the area of Australia? B. Are there any mountains in Australia? C. What is the landscape like? D. What parts of Australia do people live in? E. When did Europeans first learn about Australia? F. When did first people appear in Australia? G. What is special about Australia?

LESSON 3, EX. 2b

There are six states in Australia and two territories. Canberra is the capital of the country. Each Australian state has its own government, and its own capital city.

Australia has three different climates. In the North the weather is tropical – hot and wet. In the centre, the climate is very dry, and the land is mainly desert. In the South, it is mild – with cool winters and warm summers.

The area of the continent is about 8,000,000 square kilometres, but deserts take 2,000,000 square kilometres in central Australia. Mountains run from the north to the south of the east coast. They divide the green, wet coast of eastern Australia from the hot, dry lands in the centre.

Australia is famous for gold mining, wheat and fruit growing, sheep and cattle farming and the production of minerals, oil, wool, meat and sugar. The continent of Australia is surrounded by oceans and seas. So the country is known for its marine fishing. Australian wildlife and the beautiful landscape of the country bring millions of tourists and millions of dollars too.

Most people in Australia speak English. Many people from Asia, America and Europe have come to the conti-

ment to settle there. Australia is a very hospitable country and the people of Australia are open and friendly.

LESSON 4, EX. 2a

– So, Steve, what are the symbols of the Australian animal world?

– The first Europeans who came to the continent couldn't believe what they saw. Now, of course, we all know about the kangaroo and the koala. There are 50 species of kangaroos in the country. They range from the rabbit-size rat kangaroo to the five-foot-tall red kangaroo. Now look at this koala bear! This baby will only get out of its mummy's pouch if it feels safe. Isn't it cute?!

– What other Australian animals can be interesting for animal-lovers?

– There are lots of them. Australian wild horses – brumbies – are gorgeous! Then there is the dingo – the Australian wild dog.

– Is there anything special about other lands surrounding Australia?

– Off the coast of Australia there is an island – Tasmania – which is famous for its unique wildlife. Tasmanian wolves disappeared in the 20th century. Tasmanian devils – meat-eating animals still run wild. Look at this little devil. Isn't it naughty? It will only let go off something when the thing breaks down.

– Why is your programme called 'Croc-files'?

– My wife Terry and I – we show crocodiles a lot. I know crocodiles well and I'm not scared of them.

– Are any animals in danger in this region?

– For a long time, Australians happily killed their special animals and did not think of the future. They also brought European animals into the country. The

numbers of rabbits, rats and foxes grew, while the numbers of kangaroos, koala bears and crocodiles fell. Some animals, like the Tasmanian wolf, all died. Now the numbers of some local animals are growing again. In the 1960s, there were only 7,000 crocodiles in Australia. Today there are 50,000 of them and now they go hunting. Every year they eat several tourists.

UNIT 9

LESSON 1, EX. 4a

“Did you know,” Mrs. Phelps said, “that public libraries like this allow you to borrow books and take them home?”

“I didn’t know that”, Matilda said. “Could I do it?”

“Of course,” Mrs. Phelps said. “When you have chosen the book you want, bring it to me so I can make a note of it and its’ yours. For two weeks. You can take more than one if you wish.”

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She travelled all over the world while sitting in her little room in an English village.

LESSON 2, EX. 1a

– Could you speak French when you were six?
I could.

– No, I couldn’t. But I could swim at the age of six.

– I can swim. I’d like to be able to drive a car when I’m 18.

– So would I.

LESSON 2, EX. 3a

William James Sidis was born to Russian-Jewish immigrants on April 1, 1898, in New York City. His father was a polyglot and his son would become one too at a young age. Billy's parents wanted him to be able to love learning. They never punished him and helped him to learn new facts, new subjects and new languages. Young William could read the New York Times at 18 months, learnt Latin at the age of two, Greek – at three, had written four books and knew ten languages (English, Latin, Greek, Russian, Hebrew, French, German, Turkish, Armenian and Vendergood – his own invention) before his eighth birthday. At the age of five he was able to name the day of the week for any given historical date with the help of a formula invented by him. He gave a lecture at the University of Harvard at the age of 11. His IQ was between 250 and 300 (usually it is between 85 and 115). He became a university student at the age of twelve and graduated before he was sixteen.

LESSON 3, EX. 2

1. Marta Sakalouska, Poland

I'm a person who used to learn English only at school. I started learning it at the age of 11, when I was in the fifth form, that wasn't much, only two hours a week. I don't know how it happened but in the class of 30 people I was able to learn good English. I must say I had a very good teacher. He liked me because I had a kind of gift for English and I showed some interest in what he used to say. I was good at talking and after four years of learning the language at school I was able to speak freely while other people

from my class to the simplest question ‘What’s your name?’ would always answer ‘I’m boy’.

2. Hans Heinrichs, Germany.

My English classes were horrible. We just read aloud and translated from English into German. We had to learn our grammar rules book by heart from cover to cover. We regularly had very difficult grammar tests. Our teacher was very strict and she punished us for each mistake. I didn’t want to attend English classes but I had to. And when I had to speak I was too scared to say a word. I wasn’t able to ask a simple question. I learnt to speak English only at the age of sixteen or seventeen – when I was a teenager. I travelled to Britain then to visit my aunt. It was a wonderful time!

3. Iryna Novikava, Russia.

Our English classes were fantastic! We had quiz-shows, did projects, recited poems, learnt songs by heart, learnt how to use dictionaries and wrote interesting compositions about school, friendship, the music we liked. I loved English when I was at school. Actually, English was my favourite subject.

LESSON 4, EX. 3b

Re-: return, reread, rewrite, rebuild, revisit, reappear, reconstruct, redo, rethink.

-ness: carelessness, happiness, sadness, fitness, cleverness, business, helplessness, kindness, lateness.

-less: fatherless, manless, homeless, endless, sleepless, hopeless, friendless, ageless, childless, loveless.

-ful: beautiful, hopeful.

-ly (adjective suffix): fatherly, manly, womanly, kindly, lovely.

LESSON 4, EX. 4c

- 1) appearance, competitive, professional,
- 2) compliment, championship, badminton, businessman, interesting, carelessness

LESSON 6, EX. 2b

In the twenty-first century English is one of the most widely spoken languages on Earth. About 837 million people speak Mandarin Chinese, about 370 million people speak English, 300 million – Spanish and 170 million people – Russian. English was first spoken in the fifth century AD also known as the Old English period. We are now in the Modern English period which started in the 16th century, when William Shakespeare lived. Today every one out of five people on the planet can speak English. More than 80 % of home pages in the Internet are in English. The number of words in English has grown from 50,000 or 60,000 words in Old English to about a million today. Shakespeare used more than 30,000 words in his works! An average person knows from 12,000 to 20,000 English words. But in everyday speech a native speaker uses around a tenth of his vocabulary – 1,200 to 2,000 words. Though, only between 1,500 and 2,000 words should be enough in most situations. The more you know – the better, because you can control the words you use, but you can't control the other person. Because of this you need to learn more words to understand well than you need to speak well.

Grammar reference

UNIT 1

1. Канструкцыя *used to* + інфінітыў

Канструкцыя **used to** + infinitive выкарыстоўваецца для апісання дзеянняў, якія адбываліся рэгулярна ў мінулым, але больш не адбываюцца:

People **used to** think that the earth was not round. – Раней людзі думалі, што зямля не круглая.

The singer doesn't sing as he **used to** any more. – Гэты спявак не пая так, як спяваў раней.

Акрамя таго, гэтая канструкцыя выкарыстоўваецца для апісання стану, які існаваў у мінулым, але больш не існуе:

There **used to** be a cinema in the town but now there isn't. – Раней у горадзе быў кінатэатр, а зараз няма.




I **didn't use to** like him. – Раней ён мне не падабаўся.

+	I used to <u>drink</u> 6 cups of coffee a day. We used to <u>eat</u> loads of junk food.
–	I didn't use to <u>do</u> any exercise. She didn't use to <u>say</u> compliments.
?	Did you use to <u>have</u> longer hair? Did he use to <u>spend</u> summer in the city?

Questions for ex. 2c (lesson 3), ex. 4b (lesson 4)

1. Калі мы выкарыстоўваем структуру **used to** + infinitive?

2. Да якога часу адносяцца сказы з **used to**?
3. Як утвараюцца адмоўныя і пыталныя сказы?
4. Як перакладаюцца сказы з **used to**?
5. Што трэба ўпісаць у табліцу замест лічбаў 1, 2 і 3?

+	–		–	used to	+ infinitive
–	–		didn't	use to	...1
?	...2		–	...3	+ infinitive

2. Узмацненне ступені параўнання

Для таго каб падкрэсліць, што адзін аб'ект у большай ступені валодае якой-небудзь якасцю, чым іншы, неабходна непасрэдна перад прыметнікамі ў параўнальнай ступені паставіць пэўнае прыслоўе.

Узмацненне прыметнікаў у параўнальнай ступені

1. Для абазначэння невялікай ступені перавагі выкарыстоўваюцца наступныя прыслоўі: **a bit, a little, slightly, a little bit**:

The trip will take us **a little bit longer** because of the rain. – З-за дажджу падарожжа зойме ў нас крыху больш часу.

Mike was **slightly more tired** than usual. – Майк быў крыху больш стомленым, чым звычайна.

2. Для выражэння крайняй ступені перавагі звычайна выкарыстоўваецца прыслоўе **much** (не **many**):

This book is **much** better than that one. – Гэтая кніга значна лепшая, чым тая (за тую).

Размоўнымі заменнікамі **much** з’яўляюцца **far** і **a lot**:

In this shop products are **a lot cheaper**. – У гэтым магазіне прадукты **значна** больш танныя.

The journey is **far more exciting** than you described. – Гэтае падарожжа значна больш хвалючае, чым ты апісваў.

Узмацненне прыметнікаў у найвышэйшай ступені

Для ўзмацнення прыметнікаў у найвышэйшай ступені ўжываецца прыслоўе **by far**:

This is **by far the most picturesque** landscape in the country. – Гэты пейзаж – самы маляўнічы ў нашай краіне.

UNIT 2

1. Лік назоўнікаў

Назоўнікі ў англійскай мове падзяляюцца на дзве групы: злічальныя (countable) і незлічальныя (uncountable). Злічальныя назоўнікі ўжываюцца як у адзіночным (singular), так і ў множным (plural) ліку. Незлічальныя назоўнікі маюць форму або адзіночнага, або множнага ліку.

1. Ужываюцца ў **адзіночным** ліку:

а) большасць абстрактных назоўнікаў: *friendship, literature, music, knowledge*;

б) назоўнікі, што абазначаюць рэчывы і матэрыялы: *water, milk, cotton, silk* і г.д.;

в) назоўнікі, што маюць форму множнага: *gymnastics, athletics*;

г) назоўнікі *advice, money, hair*.

2. Ужываюцца толькі ў **множным** ліку назоўнікі, якія падразумяваюць множнасць ці абазначаюць парныя прадметы: *clothes, trousers, jeans, shorts* і г.д.

2. Прыслоўі *too* і *enough*

Прыслоўе **enough** перакладаецца як «дастаткова». У асноўным яно ставіцца перад назоўнікамі: **enough bread, enough books** (*дастаткова хлеба, дастаткова кніг*), а таксама пасля прыметнікаў: **good enough, cold enough** (*дастаткова добры, дастаткова халодны*):

There is **enough milk** for tea. – Малака да чаю *дастаткова*.

The chairs are comfortable **enough**. – Гэтыя крэслы *дастаткова* зручныя.

Enough у адмоўным сказе (**not enough**) ужываецца ў значэнні «недастаткова» і стаіць перад назоўнікамі, але пасля прыметнікаў і прыслоўяў:

There are **not enough seats** for everybody. – Для ўсіх месцаў *недастаткова*.

You are **not walking fast enough**. – Ты ідзеш *недастаткова* хутка.

Прыслоўе **too** ўжываецца ў значэнні «занадта» перад прыметнікамі і прыслоўямі:

It's **too hot** in the room. – У пакоі *занадта* гарача.

I can't go anywhere; I am **too tired**. – Я не магу нікуды ісці; я вельмі *стаміўся*.

Too часта сустракаецца перад займеннікамі **many/much** у значэнні «занадта многа» і **little** «занадта мала»:

Let's go to another cafe; there are **too many** people here. – Давайце пойдзем у іншае кафэ; тут вельмі многа людзей.

I can't discuss this problem; I know **too little** about it. – Я не магу абмяркоўваць гэтую праблему; я ведаю яе занадта мала.

Questions for ex. 4b (lesson 3)

1. Якое слова ўжываецца ў значэнні «занадта»?
2. Якое слова ўжываецца ў значэнні «дастаткова»?
3. Як сказаць, што чагосьці не хапае?
4. Якое месца займаюць прыслоўі **too** і **enough** у сказе?

3. *For* і *since* з the Present Perfect Tense

У спалучэнні з Present Perfect і Present Perfect Continuous **for** (на працягу) і **since** (з таго часу як) ужываюцца для таго, каб сказаць, як доўга што-небудзь адбываецца.

Перыяд часу, на працягу якога адбываецца дзеянне, можа быць выражаны прыназоўнікам **for**:

FOR + four days, an hour, ten minutes, a week, a month, six months, a long time і г.д.

Для абазначэння пачатку дзеяння ўжываецца **since**:

SINCE + Monday, 9 o'clock, 24th July, December, 1985, Wednesday, Christmas, the age of six, I got up і г.д.

I've known her **for a long time**. – Я ведаю яе шмат гадоў.

I've known her **since 1980**. – Я ведаю яе з 1980 года.

4. The Present Perfect Continuous Tense

The **Present Perfect Continuous Tense** утвараецца ад дапаможнага дзеяслова **to be** ў форме **Present Perfect (have been, has been)** і дзеепрыметніка цяперашняга часу сэнсавага дзеяслова – **Present Participle (V-ing)**.

+		?	
He	has been playing	Has	he
She			she
It			it
I	have been playing		I
We			we
You		Have	you
They			they

–	
He	has not been playing = hasn't been playing
She	
It	
I	have not been playing = haven't been playing
We	
You	
They	

The **Present Perfect Continuous Tense** ужываецца для абазначэння працяглага дзеяння, якое пачалося ў мінулым і прадаўжаецца цяпер. The **Present Perfect Continuous** ужываецца з наступнымі акалічнасцямі часу: for a month, for a long time, since yesterday, since five o'clock, all night, etc., а таксама ў пытаннях, што пачынаюцца з how long, since when. На беларускую мову такія канструкцыі звычайна перакладаюцца дзеясловам незакончанага трывання ў цяперашнім часе:

How long **have you been learning** English? – Як даўно ты вывучаеш англійскую мову?

I've been looking for you for half an hour. – Я шукаю цябе цэлую гадзіну.

Tim is still watching television. He's **been watching** television all day. – Цім усё яшчэ глядзіць тэлевізар. Ён глядзіць тэлевізар цэлы дзень.

The **Present Perfect Continuous Tense** ужываецца таксама для абазначэння працяглага дзеяння, якое пачалося ў мінулым і закончылася непасрэдна перад момантам маўлення. Перыяд часу, на працягу якога адбывалася дзеянне, можа быць як указаны, так і не ўказаны. У гэтых выпадках **Present Perfect Continuous** перакладаецца на беларускую мову дзеясловам незакончанага трывання ў прошлым часе:

I feel tired as I **have been working** in the garden for several hours. – Я адчуваю сябе стомленым, таму што працаваў у садзе некалькі гадзін.

It is still cold as it **has been raining** hard. – Усё яшчэ холадна, таму што ішоў моцны дождж.

УВАГА! З дзеясловамі, якія не выкарыстоўваюцца ў часах групы **Continuous** (*know, like, believe, be* і г.д.), замест **Present Perfect Continuous** ужываецца **Present Perfect (Simple)**:

I **have been** here for two hours. – Я знаходжуся тут ужо дзве гадзіны.

Present Perfect Continuous і Present Perfect (Simple)

Present Perfect Continuous

Ann's clothes are covered in paint. She **has been painting** the ceiling.

• Галоўнае ў гэтым часе само дзеянне. Нас не цікавіць, закончылася яно ці не, важны сам

працэс. У прыведзеным вышэй прыкладзе дзеянне (фарбаванне столі) магло быць закончаным, а магло і не быць, не гэта галоўнае.

- Звычайна выкарыстоўваецца ў пытанні або адказе на пытанне з **How long** (асабліва з дзеяннем, якое прадаўжаецца да гэтага часу):

How long have you been reading this book?

They've been playing tennis since 2 o'clock.

Present Perfect (Simple)

The ceiling was white. Now it's blue. She **has painted** the ceiling.

- Тут важна менавіта тое, што дзеянне закончылася. Нас больш цікавіць **вынік дзеяння**, а не дзеянне само па сабе.

- Выкарыстоўваецца з пытальнымі словамі **How much, How many** ці **How many times** (закончанае дзеянне) або ўказвае на колькасны вынік.

How many pages of that book have you read?

They've played tennis three times this week.

Questions for ex.3c (lesson 4)

1. Як утвараецца the Present Perfect Continuous Tense? 2. Як задаць пытанне з гэтым часам? Як пабудоваць адмоўны сказ? 3. Якія словы звычайна ўжываюцца з гэтым часам? 4. Як выкарыстоўваецца гэты час?

Questions for ex. 3b (Unit 3, lesson 3)

1. Як утвараецца the Present Perfect Tense? 2. Як утвараецца the Present Perfect Continuous Tense? 3. У чым адрозненне the Present Perfect Con-

tinuous ад the Present Perfect Tense? 4. Якія дзеясловы не выкарыстоўваюцца ў часах групы Continuous? Як вы думаеце, чаму?

UNIT 3

Займеннікі *either, neither, none*

Either абазначае «адзін з двух»:

Look at these two pullovers. I don't like **either** of them.

Neither абазначае «ніводзін з двух названых»:

I like **neither** of them. **Neither** of my brothers can sing. (I've got 2 brothers.)

Як **either**, так і **neither** выкарыстоўваецца, калі гаворка ідзе пра два прадметы. Калі неабходна ўказаць большую колькасць, то выкарыстоўваецца **any** або **none**:

You can have **either** of the **two** shirts. You can have **any** of the **three** shirts. You can have **none** of the **three** shirts.

	+	—
about 2	either	neither
about more than two	any	none

UNIT 4

Герундый

Герундый – гэта неасабовая форма дзеяслова, якая аб'ядноўвае ў сабе якасці назоўніка і дзеяслова. У беларускай мове адпаведная форма адсутнічае. Як і дзеяслоў, герундый мае формы часу і стану і мо-

жа вызначацца прыслоўем. Як і назоўнік, герундый можа выконваць у сказе функцыю дзейніка, часткі састаўнога дзеяслоўнага выказніка і дапаўнення, а таксама вызначацца прыналежным ці ўказальным займеннікам: *Learning English is fun.*

Герундый утвараецца ад асновы дзеяслова з дапамогай суфікса **-ing**: to write – **writing**, to read – **reading**.

1. Герундый у функцыі дзейніка перакладаецца на беларускую мову назоўнікам:

Skating is a favourite sport with young people. – Катанне на каньках – любімы від спорту моладзі.

Walking or **jogging** can help you keep fit. – Хадзьба ці бег трушком можа дапамагчы табе быць у форме.

2. Герундый як частка выказніка:

An important part of learning English is **watching** films and **reading** books in English.

3. Герундый у функцыі прамога дапаўнення перакладаецца неазначальнай формай дзеяслова, назоўнікам ці дзеясловам у асабовай форме (у функцыі выказніка) у складзе даданага сказа:

He regrets now **leaving** so early. – Зараз ён шкадуе, што пайшоў так рана.

Герундый выкарыстоўваецца ў функцыі прамога дапаўнення пасля дзеясловаў *to enjoy*, *to need*, *to mind*, *to excuse* і інш.:

He likes **inviting** friends to his place. – Ён любіць запрашаць сяброў да сябе.

This problem needs careful **thinking**. – Гэтая праблема патрабуе стараннага абдумвання.

Пасля некаторых дзеясловаў з прыназоўнікамі і прыслоўямі, а таксама пасля некаторых словазлучэнняў з прыназоўнікамі выкарыстоўваецца

толькі герундый. Напрыклад: *to give up, to be afraid of, to be famous for, to be fond of, to be interested in, to think of* і інш.:

You are thinking of going on holiday, aren't you? – Вы падумваеце аб тым, каб пайсці ў адпачынак, ці не так?

Questions for ex.2d (lesson 2)

1. Як утвараецца герундый? 2. Уласцівасцямі якіх часцін мовы ён валодае? 3. Пасля якіх слоў ужываецца герундый? 4. У якіх сказах герундый выконвае ролю дзейніка? 5. У якіх сказах герундый выконвае ролю выказніка? 6. Як перакладаецца герундый на беларускую мову?

2. Кароткія структуры згоды / нязгоды *So do I / Neither do I*

Для выяўлення згоды ў англійскай мове выкарыстоўваюцца структуры **so / neither** + дапаможны дзеяслоў у патрэбным граматычным часе + дзейнік (звычайна ў выглядзе асабовага займенніка).

So выкарыстоўваецца для выяўлення згоды са спяўраджальным выказваннем:

I enjoy doing weightlifting. – **So do I. / So does she.** – Мне падабаецца займацца цяжкай атлетыкай. – Мне таксама. / Ёй таксама.

I've been to Paris twice. – **So have I.** – Я быў у Парыжы двойчы. – Я таксама.

Для выяўлення згоды з адмоўным выказваннем выкарыстоўваецца **neither**:

I didn't use to do sports as a child. – **Neither did I. / Neither did we.** – У дзяцінстве я не займаўся спортам. – Я таксама (не займаўся). / Мы таксама (не займаліся).

She never drinks coffee in the morning. – **Neither do I.** – Яна ніколі не п’е каву раніцай. – Я таксама (не п’ю).

UNIT 5

1. Залежны стан (Passive Voice)

Значэнне незалежнага (**Active Voice**) і залежнага (**Passive Voice**) стану ў англійскай мове супадае са значэннем адпаведных станаў у беларускай мове. Дзеяслоў у незалежным стане паказвае, што дзеянне ўтварае асоба ці прадмет, што выражаны дзейнікам:

He often **asks** questions. – Ён часта задае пытанні.

I **bought** this book yesterday. – Я купіў гэтую кнігу ўчора.

Дзеяслоў у залежным стане абазначае, што дзеянне накіравана на прадмет або асобу, якія выражаны дзейнікам:

He **is often asked** questions. – Яму часта задаюць пытанні.

This book **was bought** yesterday. – Кніга была куплена ўчора.

Залежны стан утвараецца з дапамогай дзеяслова **to be** ў адпаведнай форме + Past Participle (Participle II або V3) сэнсавага дзеяслова. Дзеяслоў у залежным стане можа суправаджацца ўказаннем выканаўцы дзеяння з прыназоўнікам **by**:

This book **was bought** by me yesterday. – Кніга была куплена мною ўчора.

Present Simple Passive	
I he (she) we (you, they)	am asked is asked are asked

Past Simple Passive	
I (he, she) we (you, they)	was asked were asked

Future Simple Passive	
I (we) he (she, you, they)	will be asked

Питання	
Present Simple	Are piano lessons given here?
Past Simple	Were piano lessons given here?
Future Simple	Will piano lessons be given <u>by anyone</u>?

Адмаўленні	
Present Simple	Piano lessons are not given here.
Past Simple	Piano lessons were not given here.
Future Simple	Piano lessons will not be given <u>by anyone</u> .

Questions for ex. 3b (lesson 3)

1. *Who built Pantheon? Who visits it every month?* Чаму лёгка адказаць на другое пытанне і цяжка на першае? 2. Чаму да малюнка В – два сказы, а да малюнка А – адзін? 3. Як называюцца выдзеленыя граматычныя формы ў подпісе да малюнка В? 4. Як называецца граматычная форма, выкарыстаная ў подпісе да малюнка А? 5. Якая розніца паміж the Present Simple Passive і the Past Simple Passive? 6. Як утвараецца the Past Simple Passive? 7. Што для нас больш важнае ў сказе 1 да малюнка В – Пантэон ці турысты? Што для нас больш важнае ў сказе 2 да малюнка В – Пантэон ці турысты? 8. Пра што гаворыць нам прыназоўнік 'by' у сказе 2 да малюнка В: пра час выканання дзеяння ці пра выканаўцу дзеяння?

Questions for ex. 2d (lesson 5)

1. Якія са сказаў утрымліваюць the Past Simple Passive? 2. Які сказ утрымлівае the Future Simple Passive? 3. Як утвараецца the Future Simple Passive? 4. Чым адрозніваецца the Future Simple Passive ад the Past Simple Passive і the Present Simple Passive? 5. Што больш важнае ў сказах – вынаходніцтва ці вынаходнік?

2. Субстантываваныя лічэбнікі

Лічэбнікі **hundred, thousand, million** не прымаюць канчатка множнага ліку -s: калі перад імі стаіць лічэбнік **two, three** і г.д.: **two hundred; twenty thousand; forty-six million.**

Аднак указаныя лічэбнікі (*hundred, thousand, million*) прымаюць канчатак *-s*, калі яны выражаюць няпэўную колькасць соцень, тысяч, мільёнаў. У гэтым выпадку яны ператвараюцца ў назоўнікі і пасля іх ужываецца назоўнік з прыназоўнікам ‘*of*’: **thousands of people**, – тысячы людзей, **hundreds of students** – сотні студэнтаў.

UNIT 7

1. Артыклі (Articles)

1. Азначальны артыкль ужываецца:

– з назвамі тэатраў, музеяў, карцінных галерэй, кінатэатраў, канцэртных залаў, атэляў, унікальных твораў мастацтва, кніг, газет: *The Tate Gallery, the Bolshoi Theatre, the Hermitage, The Opera House, The Bible, the Mona Liza, The Times, The Guardian* (без артыкля – газета *Today* і замежныя газеты і часопісы *Komsomolskaya Pravda*);

– з назвамі большасці палітычных і дзяржаўных устаноў: *The Kremlin, The House of Lords, the Houses of Parliament, the Army*;

– з назвамі, у якіх ёсць прыназоўнік ‘*of*’: *The University of London* (параўнай: *London University*);

– з назвамі, што складаюцца з назоўніка ці прыметніка ў спалучэнні з іншымі назоўнікамі: *The Empire State Building, The White House*;

– з назвамі спартыўных падзей: *The Olympic Games, the World Cup*.

2. Артыкль не ўжываецца:

– з назвамі, што складаюцца з імя ўласнага ці спалучэння імя ўласнага з іншымі назоўнікамі:

McDonald's, St. Paul's Cathedral, Buckingham Palace, Cambridge University, Waterloo Station;

– з назвамі аэрапортаў, станцый метро і мастоў, большасці вуліц, праспектаў, дарог, паркаў, плошчаў: *Tower Bridge, Heathrow, Trafalgar Square, Fleet Street, Gorky Park;*

– з назвамі відаў спорту ў большасці выпадкаў: *to play tennis;*

– з назвамі кампаній: *British Airways* (калі ў назве прысутнічае слова ‘company’, артыкль магчымы).

2. Абазначэнне дзеянняў у будучым часе

Спосабы абазначэння будучага часу:

1. **Future Simple**, калі рашэнне прымаецца ў час размовы:

I'll do it later. – Я зраблю гэта потым.

2. Канструкцыя **be going to** ў значэнні «збірацца»:

I am going to do it later. – Я збіраюся зрабіць гэта пазней.

3. **Present Simple**, калі падзея – частка якога-небудзь раскладу:

What time does your plane leave? – У колькі вылятае ваш / твой самалёт?

4. **Present Continuous**, калі гаворка ідзе пра дзеянне, якое запланавана на бліжэйшую будучыню:

What are you doing this evening? – Якія ў цябе планы на сёння? Што ты робіш сёння вечарам?

We are going to the Zoo next Saturday. – У наступную суботу мы пойдзем у заапарк.

I am leaving tomorrow morning. – Я ад'язджаю заўтра раніцай.

Questions for ex. 4a (lesson 1)

1. Пра што гаворыцца ў сказах – пра мінулае, цяперашняе ці будучае? Якія выразы падказваюць нам, што размова ідзе пра будучае? 2. Чаму падарожнік упэўнены, што ён выязджае праз некаторы час? 3. Адкуль работнік аэрапорта ведае, калі вылятае самалёт? 4. Якія сказы гавораць нам пра фіксаваны план? Якія сказы гавораць нам пра з'яву з раскладу? 5. Якія часы выкарыстоўваюцца ў абодвух выпадках? 6. Якія часы выкарыстоўваюцца ў аналагічных сітуацыях у роднай мове?

Questions for ex. 2 (lesson 4)

1. Пра што гаворыцца ў сказах – пра мінулае, сучаснае ці будучае? 2. У якім з гэтых сказаў гаворыцца: а) пра расклад; б) пра намер ці рашэнне, якое прынята яшчэ да гутаркі; в) пра рашэнне, прынятае ў час гутаркі; г) пра абяцанне; д) аб прадказанні; е) аб фіксаваным плане? 3. Якія граматычныя структуры выкарыстаны ў кожным выпадку? 4. Сфармулюйце правілы: у якіх выпадках для апісання будучых дзеянняў ці падзей выкарыстоўваецца the Present Simple Tense, у якіх – the Present Continuous Tense, у якіх – 'to be going to' з інфінітывам, а ў якіх – the Future Simple Tense (will + інфінітыў).

Questions for ex. 4a (lesson 4)

1. У якім са сказаў гаворыцца пра сучаснае, у якім – пра будучае? 2. Што дапамагае зразумець, што мы гаворым пра будучае?

UNIT 8

Складаназалежныя сказы з даданымі часу і ўмовы

1. Даданыя сказы часу (adverbial clauses of time) злучаюцца з галоўным сказам злучнікамі **when, as soon as, after, before, until**. Калі мы гаворым пра будучае, у галоўным сказе складаназалежнага сказа выкарыстоўваецца будучы час. Даданы сказ таксама адносіцца да будучага часу, але ў англійскай мове ў ім выкарыстоўваецца цяперашні просты час (**Present Simple**):

When our guests arrive, **we'll** eat. **As soon as** I have some news, **I'll** phone you. **I'll** do my work **after** I have a bath. **I'll** speak to you again **before** I leave. **We'll** stay here **until** the rain stops.

злучнік + **Present Simple, will** + інфінітыў
(без часціцы **to**)

2. Даданыя сказы ўмовы могуць выкарыстоўвацца для абазначэння магчымых умоў і верагодных вынікаў у будучым:

If they give me some money, **I'll** buy this book. **You'll** get wet **if** you don't take an umbrella.

Умова, што ўтрымліваецца ў даданым сказе ўмовы, разглядаецца гаворацым як рэальна мяркуюмы факт, які адносіцца да будучага часу:

If the weather is nice, we'll go for a walk. – Калі надвор'е будзе добрае, мы пойдзем на прагулку.

Як і ў даданных сказах часу, так і ў даданных умовах для абазначэння будучага часу выкарыстоўваецца не будучы, а цяперашні час.

if + Present Simple, will + infinitive
(без часціцы *to*)

Даданы сказ умовы можа стаяць або перад, або пасля галоўнага сказа. Калі даданы сказ умовы стаіць перад галоўным сказам, то пасля яго ставіцца коска:

If I work hard, I'll pass my exams. I'll pass my exams if I work hard.

УВАГА! **If** абазначае магчымасць таго, што нешта адбудзецца; **when** абазначае тое, што, на думку гаворачага, павінна абавязкова адбыцца:

If I find your book, I'll send it to you. – Калі я знайду вашу кнігу, я вышлю яе вам.

When I get home, I'll have a bath. – Калі я прыйду дадому, я прыму ванну.

Questions for ex.3 (lesson 1)

1. Пра што гаворыцца ў сказах – пра мінулае, сучаснае ці будучае? 2. З колькіх частак утвораны гэтыя складаныя сказы? 3. Якая з частак з'яўляецца даданым сказам умовы ці часу? Якая – галоўным сказам? 4. Які злучнік выкарыстоўваецца ў даданных часу, які – у даданных умовах? 5. Якія дзеяслоўныя формы выкарыстоўваюцца ў галоўных і даданных сказах? Які знак прыпынку выкарыстаны ў сказах?

UNIT 9

МАДАЛЬНЫЯ ДЗЕЯСЛОВЫ (MODALS)

1. Дзеяслоў *can (could)*

Гэты мадальны дзеяслоў мае дзве формы: **can** для цяперашняга часу і **could** для прошлага. Дзеяслоў **can** выкарыстоўваецца для абазначэння магчымасці ці здольнасці выканаць дзеянне. У гэтым значэнні **can** перакладаецца «магчы», «умець». Для перадачы гэтага значэння адносна будучага выкарыстоўваецца спалучэнне **to be able (to)**:

She **couldn't** speak English when she was ten. Now she **can** speak English and French. – Яна не магла гаварыць па-англійску, калі ёй было дзесяць гадоў. Зараз яна можа гаварыць па-англійску і па-французску.

If she works hard, **she'll be able** to speak more than two languages in the future. – Калі яна старанна папрацуе, то зможа гаварыць больш чым на дзвюх мовах у будучым.

2. Спалучэнне *to be able to*

Спалучэнне **to be able** + інфінітыў з часціцай **to** з'яўляецца сінонімам мадальнага дзеяслова *can* (гл. пункт 1) для абазначэння магчымасці здзяйснення дзеяння ва ўсе часы.

УВАГА! Дзеясловы **can** і **could** не патрабуюць дапаможных дзеясловаў пры ўтварэнні адмоўных і пытальных формаў. Яны выкарыстоўваюцца без часціцы **to**. Спалучэнне **to be able to** патрабуе ўжывання дапаможных дзеясловаў пры ўтварэнні адмоўных і пытальных формаў.

PRESENT: can, be able to	
+	<p>He can <u>play</u> the piano. He is able to <u>play</u> the piano. I am able (I'm able) ... You are able (you're able) ... He (she, it) is able (he's able) ... We are able (we're able) ... They are able (they're able) ...</p>
?	<p>Can he <u>play</u> the piano? Is he able to <u>play</u> the piano? Am I able ...? Are you able...? Is he able...? Are you able ...? Are they able ...?</p>
-	<p>He can't (can not) <u>play</u> the piano. He isn't able to <u>play</u> the piano. I'm not able ... You aren't able ... He isn't able ... We aren't able... They aren't able ...</p>

PAST: could, be able to	
+	<p>He could <u>speak</u> English at the age of six. He was able to <u>speak</u> English at the age of six. He (she, it, I) was able to... We (you, they) were able to...</p>
?	<p>Could he <u>speak</u> English at the age of six? Was he able to <u>speak</u> English at the age of six? Was he (she, it, I) able to ...? Were they (we, you) able to ...?</p>

–	<p>He couldn't (could not) <u>speak</u> English at the age of six.</p> <p>He wasn't able <u>to play</u> the piano at the age of six</p> <p>He (she, it, I) was not (wasn't able) to ...</p> <p>We (you, they) were not (weren't able) to</p>
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FUTURE: be able to	
+	They (I, you, we, he, she, it) will be able ('ll be able) <u>to translate</u> poems.
?	Will they (I, you, we, he, she, it) be able <u>to translate</u> poems?
–	They (I, he, she, it, you, we) will not (won't) be able <u>to translate</u> poems.

Questions for ex. 3. (lesson 1)

1. У якіх з гэтых сказаў гаворыцца пра мінулае, у якіх – пра сучаснае? 2. Якія мадальныя дзеясловы выкарыстаны ў сказах? 3. У якіх сказах гаворыцца пра здольнасці (ability), у якіх – пра магчымасці (possibility) утварыць дзеянне? 4. Як утварыць адмоўную форму ад could?

3. Дзеяслоў *must*

Дзеяслоў **must**:

1. Абазначае неабходнасць утварыць дзеянне ў цяперашнім ці ў будучым часе:

I **must** go. – Я павінен ісці.

2. У адмоўным сказе перадае значэнне забароны:
You **mustn't** do it. – Нельга гэтага рабіць.

3. Выкарыстоўваецца для абазначэння настой-
лівай парады, рэкамендацыі:

You **must** come and see my new flat. – Ты павінен прыйсці паглядзець нашу новую кватэру.

Дзеяслоў **must** не ўжываецца ў прошлым часе. Значэнне неабходнасці адносна мінулага перадаецца дзеясловам **had to** (дзеяслоў **have to** ў форме прошлага часу).

4. Дзеяслоў *have to*

Мадалны дзеяслоў **have (to)** ужываецца для выражэння неабходнасці ўтварыць дзеянне з прычыны пэўных абставін. У гэтым выпадку **have (to)** адпавядае беларускаму «прыйдзецца, прыйшлося»:

It was very dark and we **had to** stay at home. – Было вельмі цёмна, і нам прыйшлося застацца дома.

Мадалны дзеяслоў **to have (to)** утварае адмоўную і пытальную формы з дапамогай дапаможнага дзеяслова **to do**:

I **don't have to** stay here. – Мне не трэба тут заставацца.

Did you have to stay here? – Табе прыйшлося тут застацца?

5. Дзеяслоў *should*

Мадалны дзеяслоў **should** у асноўным выкарыстоўваецца для абазначэння парады, рэкамендацыі:

You **should** see a doctor. – Вам трэба паказацца доктару.

Адрозненне дзеяслова **should** ад **must** і **have to** заключаецца ў тым, што парада ці пажаданне, абазначанае **should**, не патрабуе абавязковага выканання (вам «патрэбна» штосьці рабіць, а не вы «абавязкова павінны» гэта зрабіць).

Questions for ex. 6 (lesson 3)

1. Якія мадальныя дзеясловы выкарыстаны ў практыкаваннях 3, 4 і 5? 2. Як яны адрозніваюцца па форме? 3. Як задаць пытанне з кожным з гэтых дзеясловаў? Як пабудаваць адмоўны сказ? 4. Як яны адрозніваюцца па значэнні? Які з гэтых дзеясловаў мы выкарыстоўваем, калі гаворым пра законы і правілы? Які дзеяслоў абазначае неабходнасць ці вымушанасць? З дапамогай якога дзеяслова мы даём парады і рэкамендацыі?

Active vocabulary

UNIT 1

appearance [ə'piərəns] (*n.*) знешинасць, знешні выгляд
a bit [ə'bit] (*adv.*) няшмат
blond [blɒnd] (*n., adj.*) бландзін; бялявы
character ['kærɪktə] (*n.*) характар; персанаж
compliment ['kɒmplɪmənt] (*n.*) камплімент
curly ['kɜ:li] (*adj.*) які віецца, кучаравіцца; кучаравы
fat [fæt] (*adj.*) тоўсты; тлусты
fit [fit] (*adj.*) у добрай форме, здаровы, бадзёры
freckle ['frekl] (*n.*) вяснушка
good-looking [ɡʊd'lʊkɪŋ] (*adj.*) прывабны, прыгожы
handsome ['hænsəm] (*adj.*) прыгожы (*часцей пра мужчыну*)
look [lʊk] (*v.*) выглядаць
look like ['lʊk laɪk] (*v.phr.*) быць падобным (да)
lovely ['lʌvli] (*adj.*) прыгожы, прывабны; цудоўны
pale [peɪl] (*adj.*) бледны
pony-tail ['pʊni,teɪl] (*n.*) прычоска «конскі хвост»
pretty ['prɪti] (*adj.*) прывабны; мілавідны
shoulder-length [ʃəʊldə'leŋθ] (*adj.*) даўжынёй да плеч
skin [skɪn] (*n.*) скура
slightly ['slaɪtli] (*adv.*) злёгка, крыху
straight [streɪt] (*adj.*) прамы, які не кучаравіцца
used to ['ju:st tə] мець звычку (*рабіць што-н. раней*)
wavy ['weɪvi] (*adj.*) хвалісты (*пра валасы*)

UNIT 2

baggy ['bæɡɪ] (*adj.*) мехаваты
belt [belt] (*n.*) пояс, рэмень / рамень, папруга
checked [tʃekt] (*adj.*) клятчасты, у клетку (*пра тканіну*)
chemist's ['kemɪsts] (*n.*) аптэка
department store [dɪ'pɑ:tmənt, stɔ:] (*n.*) універмаг
enough [ɪ'nʌf] (*adv.*) дастаткова, даволі
for [fɔ:] (*prep.*) на працягу
money ['mʌni] (*n.*) грошы

model ['mɒdl] (*n.*) мадэль, манекеншчыца
newsagent's ['nju:z,ɛɪdʒnts] (*n.*) газетны кіёск
old-fashioned [ˌəʊld'fæʃnd] (*adj.*) старамодны
shopping list ['ʃɒpɪŋ'list] (*n.*) спіс пакупак
since [sɪns] (*prep.*) з той пары як
size [saɪz] (*n.*) размер
smart [smɑ:t] (*adj.*) убраны, прыбраны
striped [straɪpt] (*adj.*) паласаты; у палоску (*пра тканіну*)
tie [taɪ] (*n.*) галыштук
tight [taɪt] (*adj.*) цесны, вузкі
trainers ['treɪnəz] (*n.*) красоўкі
try on [ˌtraɪ'ɒn] (*v.*) прымяраць

UNIT 3

advice [əd'vaɪs] (*n.*) парада
be there for ['ðeə fɔ:] быць побач, падтрымліваць
call (smb) names [kɔ:l'neɪmz] абражаць, абзываць (каго-н.)
couch potato [ˌkaʊtʃ pə'tetəʊ] (*n.*) лежань, абібок
fall out [fɔ:l'au] (*v.*) сварыцца (*з кім-н.*)
friendship ['frendʃɪp] (*n.*) дружба, сяброўства
get on [get'ɒn] with (*v.*) ладзіць, сябраваць з (*кім-н.*)
hard-working ['hɑ:d'wɜ:kɪŋ] (*adj.*) працавіты
have smth in common ['hæv ˌsmθɪŋ ɪn 'kɒmən] (*v. phr.*) мець
 што-н. агульнае
honest ['ɒnɪst] (*adj.*) сумленны
kind-hearted [ˌkaɪnd'hɑ:tɪd] (*adj.*) добры
neither ['naɪðə] (*pron.*) ні адзін (*з двух*)
nosy ['nəʊzi] (*adj.*) цікаўны
serious ['sɪəriəs] (*adj.*) сур'ёзны
share [ʃeə] (*v.*) дзяліцца, дзяліць
shy [ʃaɪ] (*adj.*) сарамлівы
talkative ['tɔ:kətɪv] (*adj.*) гаваркі, гаварлівы; балбатлівы,
 языкаты

UNIT 4

athletics [æθ'letɪks] (*n.*) лёгкае атлетыка
boxing ['bɒksɪŋ] (*n.*) бокс

champion ['tʃæmpjən] (*n.*) чемпієн
championship ['tʃæmpjənʃɪp] (*n.*) чемпіонат
compete [kəm'pi:t] (*v.*) спаборнічаць
competition [ˌkɒmpə'tɪʃən] (*n.*) спаборніцтва
competitive [kəm'petɪtɪv] (*adj.*) які сапернічае / спаборнічае
give up [gɪv'ʌp] (*v.*) адмаўляцца, пераставаць
gymnastics [dʒɪm'næstɪks] (*n.*) гімнастыка
jogging ['dʒɒɡɪŋ] (*n.*) бег трушком
karate [kə'reɪtɪ] (*n.*) каратэ
keep fit ['ki:p'fɪt] (*v.*) падтрымліваць добрую фізічную форму
lose [lu:z] (*v.*) губляць, прайграваць
professional [prə'feʃənl] (*adj.*) прафесійны
record ['rekɔ:d] (*n.*) рэкорд
soccer ['sɒkə] (*n.*) футбол (*амер.*)
team [ti:m] (*n.*) каманда
the Olympic games [ðə'ɒlɪmpɪk'geɪmz] (*n.*) Алімпійскія гульні
weightlifting [ˌweɪt'lɪftɪŋ] (*n.*) цяжкая атлетыка
win [wɪn] (*v.*) перамагаць, выйграваць
yoga ['jəʊgə] (*n.*) ёга

UNIT 5

alive [ə'laɪv] (*adj.*) жывы
ancient ['eɪnʃənt] (*adj.*) старажытны
archaeologist [ˌɑ:kɪ'ɒlədʒɪst] (*n.*) археолаг
bury ['beri] (*v.*) хаваць
deep [di:p] (*adj.*) глыбокі
die [daɪ] (*v.*) паміраць
die out [daɪ'aut] (*v.*) выміраць
feed [fi:d] (*v.*) карміць, ускормліваць
found [faʊnd] (*v.*) засноўваць
grave [ɡreɪv] (*n.*) магіла, пахаванне
huge [hju:dʒ] (*adj.*) вялізны, велізарны, вялізарны
invent [ɪn'vent] (*v.*) вынаходзіць
invention [ɪn'venʃn] (*n.*) вынаходства
monument ['mɒnjumənt] (*n.*) помнік, манумент
settle ['setl] (*v.*) асталявацца, пасяліцца
skeleton ['skelɪtn] (*n.*) шкілет
treasure ['treʒə] (*n.*) скарб
Viking ['vaɪkɪŋ] (*n.*) вікінг

UNIT 6

- attractive** [ə'træktɪv] (*adj*) сімпатычны, прывабны
- balcony** ['bælkəni] (*n*) балкон
- bank** [bæŋk] (*n*) банк
- be mentioned** ['menʃnd] (*v. phr.*) быць згаданым
- be situated** ['sɪtʃuətɪd] (*v. phr.*) быць размешчаным
- block of flats** ['blɒkəv'flæts] (*n. phr.*) шматкватэрны дом
- car park** ['kɑːpɑːk] (*n. phr.*) аўтастаянка
- cathedral** [kə'thiːdrəl] (*n*) сабор
- chimney** ['tʃɪmni] (*n*) камін, дымаход
- convenient** [kən'viːniənt] (*adj.*) зручны; блізкі, які знаходзіцца пад рукой
- cottage** ['kɒtɪdʒ] (*n.*) загарадны дом, катэдж
- exhibition centre** [ˌeksɪ'biʃn 'sentə] (*n. phr.*) выставачны цэнтр
- fence** [fens] (*n.*) плот
- fitness centre** ['fɪtnəs'sentə] (*n.*) фітнэс-цэнтр
- garage** ['gærɑːʒ] (*n.*) гараж
- hard-working** ['hɑːd 'wɜːkɪŋ] (*adj.*) працавіты
- high-rise** ['haɪ'reɪz] (*adj.*) высотны
- hospitable** ['hɒspɪtəbl] (*adj.*) гасцінны
- hotel** [həʊ'tel] (*n.*) гасцініца, атэль
- picturesque** [ˌpɪktʃə'resk] (*adj.*) маляўнічы
- place of interest** ['pleɪsəv'ɪntərəst] (*n. phr.*) славутасць, выдатная мясціна
- river bank** ['rɪːvə'bæŋk] (*n. phr.*) бераг ракі
- roof** [ruːf] (*n.*) страх
- sight** [saɪt] (*n.*) выгляд, відовішча; выдатная мясціна, славутасць
- skyscraper** ['skaɪˌskreɪpə] (*n.*) небаскроб
- suffer** ['sʌfə] (*v.*) пакутаваць
- survive** [sə'vaɪv] (*v.*) выжываць
- town hall** ['taʊn'hɔːl] (*n. phr.*) будынак муніцыпалітэта
- two-storeyed** ['tuː'stɔːrɪd] (*adj.*) двухпавярховы
- underground** ['ʌndəˌgraʊnd] (*n.*) метро
- visitor** ['vɪzɪtə] (*n.*) наведвальнік
- worth** [wɜːθ] (**visiting**) (*adj.*) варты (наведвання)

UNIT 7

aisle seat ['aɪlsɪt] (*n. phr.*) місце каля праходу
arrive [ə'raɪv] (*v.*) прыбываць
be surrounded [sə'raʊndɪd] (*by*) (*v. phr.*) быць акружаным
book [bʊk] (**a ticket**) (*v.*) зарэзерваваць, заказаць (білет)
business trip ['bɪznɪstri:p] (*n. phr.*) камандзіроўка
busy ['bɪzi] (*adj.*) дзейны; заняты
catch [kætʃ] (*v.*) паспець; злавіць
check in [tʃek'ɪn] (*phr. v.*) рэгістравацца
coach [kəʊtʃ] (*n.*) міжгародні аўтобус
flight [flaɪt] (*n.*) палёт, пералёт, рэйс
get on (off) [get'ɒn (ɒf)] (*phr. v.*) сесці (у аўтобус) выйсці (з аўтобуса)
government ['gʌvənmənt] (*n.*) урад
guide [gaɪd] (*n.*) экскурсавод
guided tour ['gaɪdɪd'tʊə] (*n. phr.*) экскурсія
journey ['dʒɜːni] (*n.*) падарожжа, паездка
landmark ['lænd,mɑːk] (*n.*) прыметны (значны) аб'ект
мясцовасці, арыенцір; выдатная мясціна
leave [li:v] (*v.*) пакідаць, выязджаць
local ['ləʊkl] (*adj.*) мясцовы
luggage ['lʌɡɪdʒ] (*n.*) багаж
miss [mɪs] (*v.*) упусціць, прапусціць; не заўважыць; не пачуць
on time [ɒn'taɪm] (*n. phr.*) своєчасова, у час, у пару
parliament ['pɑːləmənt] (*n.*) парламент
passenger ['pæsɪndʒə] (*n.*) пасажыр
public ['pʌblɪk] (*adj.*) публічны, грамадскі
stay [steɪ] (*v.*) заставацца; спыняцца
take [teɪk] (*v.*) займаць (*час*)
ticket ['tɪkɪt] (*n.*) білет
tour [tʊə] (*n.*) падарожжа, паездка, турнэ; тур, экскурсія
window seat ['wɪndəʊ'si:t] (*n. phr.*) месца ля акна

UNIT 8

beach [bi:tʃ] (*n.*) пляж
cattle ['kætl] (*n.*) буйная рагатая жывёла

central ['sentrəl] (*adj.*) цэнтральны
climate ['klaɪmɪt] (*n.*) клімат
coast [kəʊst] (*n.*) марское ўзбярэжжа
cute [kjʊt] (*adj.*) прывабны, прыцягальны, цудоўны
divide [dɪ'vaɪd] (*v.*) раздзяляць, дзяліць
flat [flæt] (*adj.*) плоскі
get seasick [get'si:sɪk] (**airsick**) (*v. phr.*) пакутаваць ад марской
 (паветранай) хваробы
gorgeous ['gɔ:dʒəs] (*adj.*) цудоўны, надзвычайны
holy ['həʊli] (*adj.*) свяшчэнны
land [lænd] (*n.*) зямля
landscape ['lændskeɪp] (*n.*) ландшафт, пейзаж
marine [mə'reɪn] (*adj.*) марскі
mild [maɪld] (*adj.*) мяккі
mineral ['mɪnərəl] (*n.*) мінерал
mining ['maɪnɪŋ] (*n.*) горная прамысловасць; распрацоўка
 радовішча; здабыча карысных выкапняў
oil [ɔɪl] (*n.*) нафта
production [prə'dʌkʃn] (*n.*) вытворчасць, атрыманне; выраб;
 здабыча; выпрацоўка
rock [rɒk] (*n.*) скала
scared [skeəd] (*adj.*) спалоханы, спужаны
shore [ʃɔ:] (*n.*) узбярэжжа; бераг (*мора, возера, акіяна, але
 не ракі*)
sky [skaɪ] (*n.*) неба
star [stɑ:] (*n.*) зорка
state [steɪt] (*n.*) штат
territory ['terɪtəri] (*n.*) тэрыторыя (*адміністрацыйная адзінка*)
wheat [wi:t] (*n.*) пшаніца
wool [wʊl] (*n.*) воўна

UNIT 9

after ['ɑ:ftə] (*prep.*) пасля, за (*указвае на рух у часе*); цераз,
 праз (*указвае на прамежак часу*)
again [ə'geɪn] (*adv.*) зноў
age [eɪdʒ] (*n.*) узрост
aloud [ə'laʊd] (*adv.*) услых, уголос
attend [ə'tend] (*v.*) наведваць, прысутнічаць

be able ['eɪbl] (*v. phr.*) быць здольным, магчы (*рабіць што-н.*)
before [bɪ'fɔː] (*prep. adv.*) перад, да; раней
borrow ['bɒrəʊ] (*v.*) пазычаць, браць на нейкі час
by heart [baɪ'hɑːt] (*adv.*) на памяць
careful ['keəfʊl] (*adj.*) асцярожны; старанны; уважлівы
careless ['keəlis] (*adj.*) нядбайны; няўважлівы; неасцярожны
challenge ['tʃælɪndʒ] (*n.*) выклік; складаная задача, праблема,
 іспыт
composition [ˌkɒmpə'zɪʃn] (*n.*) сачыненне
cover ['kʌvə] (*n.*) выкладка, переплёт; адзін бок вокладкі;
 абгортка
dictionary ['dɪkʃənəri] (*n.*) слоўнік
during ['djʊəriŋ] (*prep.*) у час, на працягу
grown-up ['grəʊnʌp] (*n.*) дарослы (*чалавек*)
helpful ['helpfʊl] (*adj.*) карысны
helpless ['helplis] (*adj.*) бездапаможны
important [ɪm'pɔːtnt] (*adj.*) важны
in case [ɪn'keɪs] (у выпадку) калі
project ['prɒdʒekt] (*n.*) праект
recite [rɪ'saɪt] (*v.*) дэкламаваць, выступаць, чытаць услых /
 уголас
regularly ['regjʊləli] (*adv.*) рэгулярна
return [rɪ'tɜːn] (*v.*) вяртаць
study ['stʌdi] (*v.*) займацца, вучыцца, рыхтавацца
teenager ['tiːn,eɪdʒə] (*n.*) падлетак
translate [træns'leɪt] (*v.*) перакладаць
unimportant [ˌʌnɪm'pɔːtnt] (*adj.*) няважны, неістотны
until [ən'tɪl] (*prep., conj.*) да; (да той пары) пакуль (не)
use [juːz] (*v.*) выкарыстоўваць
useful ['juːsfʊl] (*adj.*) карысны, прыгодны, прыдатны
useless ['juːslɪs] (*adj.*) бескарысны; ні на што не прыдатны
without [wɪ'daʊt] (*prep.*) без

Geographical and proper names

Aboriginal [ˌæbəˈrɪdʒənəl] спрадвечны, карэнны; мясцовы, туземны, тутэйшы

Antarctica [ænˈtɑːktɪkə] Антарктыка

Armenian [ɑːˈmɪːniən] армянская мова

Artemis [ˈɑːtɪmɪs] Артэміда, старажытнагрэчаская багіня палявання

Athens [ˈæθɪnz] Афіны

Australia [ˈɒstreɪliə] Аўстралія

Baker Street [ˈbeɪkəstriːt] Бейкер-Стрыт, вуліца, на якой нібыта жыў Шэрлак Холмс і дзе зараз знаходзіцца яго музей

Beijing [ˈbeɪˈdʒɪŋ] Пекін

Big Ben [ˈbɪɡˈben] «Біг Бен», башня будынка парламента ў Лондане, названая па імені звона, устаноўленага на ёй

Bill Bryson [bɪlˈbraɪsən] Біл Брайсан, аўтар гумарыстычных кніг пра падарожжы

British Airways [ˈbrɪtɪʃˈeəweɪz] «Брытыш Эруэйз», найбуйнейшая авіякампанія Вялікабрытаніі

Buckingham Palace [ˈbʌkɪŋəm ˈrælɪs] Букінгемскі палац, каралеўская рэзідэнцыя ў Лондане

Cairo [ˈkaɪrəʊ] Каір, сталіца Егіпта

Capitoline [ˈkæpɪtəˌlaɪn] Капіталійскі ўзгорак, адзін з сямі ўзгоркаў, на якіх стаіць Рым

Celts [kelts] кельты, народ, што засяляў тэрыторыю кантынентальнай Еўропы і Вялікабрытаніі ў старажытнасці ад 1200 г. да н.э. да пачатку нашай эры

Cinderella [ˈsɪndəˈrelə] Папялушка

Davis Cup [ˈdeɪvɪsˌkʌp] Кубак Дэвіса (*камандныя спаборніцтвы па тэнісе*)

Denmark [ˈdenmɑːk] Данія

Dutch [dʌtʃ] галандскі

Egypt [ˈiːdʒɪpt] Егіпет

Egyptians [ˈɪdʒɪptʃənz] егіпцяне

Ephesus [ˈefɪsəs] Эфес, старажытны горад на тэрыторыі сучаснай Турцыі

Forum Magnum ['fɔ:rəm'mægnəm] Форум Магнум (Вялікі Форум)

Forum Romanum ['fɔ:rəm'rəʊmənəm] Форум Раманум (Рымскі Форум)

Giza ['gi:zə] Гіза, назва месца ў Старажытным Егіпце, дзе былі пабудаваны піраміды

Great Pyramid [greɪ'trɪəmɪd] піраміда Хеопса, Вялікая піраміда

Greece [gri:s] Грэцыя

Greek [gri:k] грэчаскі

Hadrian ['heɪdrɪən] Адрыян, рымскі імператар (76–138 н.э)

Hebrew ['hi:bru:] іўрыт

Helios ['helɪəs] Геліас, старажытнагрэчаскі бог Сонца

Hungary ['hʌŋɡəri] Венгрыя

Hyde Park ['haɪd'pɑ:k] Гайд-Парк, парк у цэнтры Лондана

Iraq ['rɑ:k] Ірак, дзяржава на Бліжнім Усходзе

Ireland ['aɪələnd] Ірландыя

Italy ['ɪtəli] Італія

James Cook ['dʒeɪmz'kʊk] Джэймс Кук (1728–1779), брытанскі мараплаўца і картограф

King Mausolus [kɪŋ'meɪzələs] Цар Маўзол, правіцель Карыі (377–353 да н.э.)

Latin ['lætɪn] латынь, лацінская мова

Lithuania [lɪθju'eɪniə] Літва

Madame Tussaud's Museum ['mædmtə'sɔ:dzmju:'zi:əm] Музей мадам Цюсо (лонданскі музей васковых фігур)

Marylbone Road ['mæɪrlbəʊn 'rəʊd] Мэрылбоун-Роуд, вуліца ў Лондане, на якой знаходзіцца Музей мадам Цюсо

Melbourne ['melbən] Мельбурн, адзін з найбуйнейшых гарадоў Аўстраліі

Montreal [mɒntri:'ɔ:l] Монреаль, горад у Канадзе

Nelson's Column ['nelsənz'kɒləm] абеліск, прысвечаны перамозе адмірала Нельсана ў бітве пры Трафальгары

New Zealand [nju:'zi:lənd] Новая Зеландыя

Norway ['nɔ:weɪ] Нарвегія

Palatine ['pælətəm] Палацін, адзін з сямі ўзгоркаў, на якіх стаіць Рым

Pantheon ['ræpθiən] Пантэон, «храм усіх багоў» у Старажытным Рыме

Pharos ['feəɹɒs] Фарос, востраў у Міжземным моры, на якім стаяў маяк – адзін з сямі цудаў свету

Piccadilly Circus [ˈpɪkəˈdɪliˈsɜːkəs] плошча Пікадзілі ў Лондане

Remus ['rɪməs] Рэм, адзін з братоў – заснавальнікаў Рыма

Roald Dahl ['rəʊldˈdɑːl] брытанскі пісьменнік Роалд Дал (1916 – 1990), аўтар такіх дзіцячых кніг, як «Чарлі і Шакаладная фабрыка», «Мацільда» і інш.

Romans ['rɒmənz] старажытныя рымляне

Rome [rəʊm] Рым

Romulus ['rɒmjʊləs] Ромул, адзін з братоў – заснавальнікаў Рыма

Saxons ['sæksənz] саксы, германскія плямёны, што засялялі Брытанію пасля V ст. нашай эры

Scandinavia ['skændɪˈneɪviə] Скандынавія, рэгіён у Паўночнай Еўропе, што ўключае Данію, Швецыю, Нарвегію і Фінляндыю

Sherlock Holmes ['ʃɜːləkˈhəʊmz] Шэрлак Холмс, выдуманы Артурам Конан Дойлем сышчык

Sir Christopher Wren [sɜːˈkrɪstəfəˈren] архітэктар Крыстафер Рэн, аўтар сабора святога Паўла ў Лондане

Sphinx [sfɪŋks] сфінкс, фантастычная статуя з целам ільва і галавой чалавека

St. Nicholas [sntˈnɪkələs] святы Мікола

St. Paul's Cathedral [sntˈpɔːlzkəθɪˈdrəl] сабор святога Паўла

Sweden ['swɪːdən] Швецыя

Tasmania [tæzˈmeɪniə] Тасманія, востраў ля ўзбярэжжа Аўстраліі

Terra Australis Incognita ['terəˈɔːstrəlɪzɪnˈkɒɡnɪtə] Зямля Паўднёвая Невядомая – старажытная назва яшчэ не адкрытых тады Аўстраліі і Антарктыды

(The) Ayers Rock, Uluru [ðɪˈeɪz rɒk], [ˌuːləˈruː] Улуру, ці Айерс-Рок, скала ў цэнтры Аўстраліі

(The) Colossus of Rhodes [kəˈlɒsəsəvˈrəʊdz] Калос радоскі, адзін з сямі цудаў свету

The Dnieper [ðəˈdniːpə] рака Днепр

The Grand Duchy of Lithuania [ðəˈɡrændˈdʌtʃəvˌlɪθjəˈeɪniə] Вялікае Княства Літоўскае; дзяржава, што існавала ў XIV–XVI стст. на тэрыторыі сучаснай Беларусі, Літвы, Украіны і Расіі

The Great Bareer Reef [ðəˈɡreɪtbəˈriːf] Вялікі Бар’ерны рыф

The Great Fire of London [ðə'greɪt'faɪə(r)ə'lʌndən] Вялікі лонданскі пажар

The Hanging Gardens of Babylon [ðə'hæŋɪŋ'ɡɑ:dənzəv'bæbɪlən] вісячыя сады Сяміраміды ў Старажытным Вавілоне

The Holy Spirit Cathedral [ðə'həʊlɪ'sprɪtke'θi:drəl] Святадухаў сабор у Мінску

The Houses of Parliament [ðə'haʊsɪzəv'pɑ:ləmənt] будынак Парламента ў Лондане

The Lighthouse of Alexandria [ðə'laɪt,haʊsəv'æliɡ'zɪ:ɑ:ndrɪə] маяк у Александрыі, адзін з сямі цудаў свету

The Mausoleum at Halicarnassus [ðə'mɔ:sə'li:əmət,hælika:'næsəs] Маўзалеі у Галікарнасе, адзін з сямі цудаў свету

The Palace of Westminster [ðə'pælɪsəv'west,mɪnstə] Вестмінстэрскі палац

The Roman Empire [ðə'rəʊmən'empraɪə] Рымская імперыя

The Seven Wonders of the World [ðə'sevn'wʌndəzəvðə'wɜ:ld] сем цудаў свету, найбольш праслаўленыя знакамітыя мясціны старажытнасці

The Southern Cross [ði'sʌðən' krɒs] Паўночны крыж, сузор'е Паўднёвага паўшар'я

The Statue of Zeus [ðə'stætju:əv'zju:s] статуя Зеўса, старажытнагрэчаскага вярхоўнага бога

The Temple of Artemis [ðə'templəv'ɑ:tɪmɪs] храм Артэміды

The Thames [ðə'temz] рака Тэмза

The Tower of London [ðə'taʊəɹəv'lʌndən] Таўэр, старажытная крэпасць у Лондане

The World War II [ði'sekənd'wɜ:ld 'wɔ:] другая сусветная вайна

Thebes [θi:bz] Фівы, старажытная сталіца Егіпта

Tower Bridge ['taʊə,brɪdʒ] Таўэрскі мост

Trafalgar Square [trə'fælɡə,skweə] Трафальгарская плошча ў Лондане

Turkey ['tɜ:kɪ] Турцыя

Turkish ['tɜ:kɪʃ] турэцкі

Tutankhamen [tʊtən'hɑ:mən] Тутанхамён, старажытнаегіпецкі фараон

Valley of the Kings ['væliəvðə'kɪŋz] Даліна Цароў, вобласць у Старажытным Егіпце, дзе размешчаны пахаванні фараонаў

Wales [weɪlz] Уэльс

Walter Burley Griffin [ˌwɒltə'bɜ:lɪ'grɪfɪn] Уолтэр Бёрлі Грыфін, архітэктар

Westminster Abbey ['west,mɪnstə'æbi] Вестмінстэрскае абацтва

Abbreviations

- AD** (Anno Domini) – нашай эры
adj. (adjective) – прыметнік
adv. (adverb) – прыслоўе
BC (Before Christ) – да нашай эры
conj. (conjunction) – злучнік
GDL (Great Duchy of Lithuania) – Вялікае Княства Літоўскае
IIHF (International Ice Hockey Federation) – Міжнародная федэрацыя хакея
IQ (intelligence quotient) – каэфіцыент разумовага развіцця
km (kilometres) – кіламетры
m (metres) – метры
mln (million) – мільён
n (noun) – назоўнік
n. phr. (noun phrase) – намінатыўная фраза
NASCAR (National Association for Stock Car Auto Racing) – Нацыянальная асацыяцыя гонак серыйных аўтамабіляў
NBA – National Basketball Association – Нацыянальная баскетбольная асацыяцыя
prep. (preposition) – прыназоўнік
smb (somebody) – хто-небудзь
smth (something) – што-небудзь
sq km (square kilometres) – квадратныя кіламетры
St (saint) – святы
UK (The United Kingdom) – Аб’яднанае Каралеўства Вялікабрытаніі
US (The United States) – Злучаныя Штаты (Амерыкі)
USA (The United States of America) – Злучаныя Штаты Амерыкі, ЗША
v. (verb) – дзеяслоў
v.phr (verbal phrase) – дзеяслоўная фраза

English-Belarusian Dictionary

A

ability [ə'biləti] (*n.*) здоль-
насць

actually ['æktʃʊəli] (*adv.*) фак-
тычна, на самай справе

allow [ə'laʊ] (*v.*) дазваляць

also ['ɔ:lsəʊ] (*adv.*) таксама

amazing [ə'meɪzɪŋ] (*adj.*)
цудоўны, надзвычайны,
дзіўны

among [ə'mʌŋ] (*prep.*) пася-
род, сярод, з ліку

apology [ə'pɒlədʒɪ] (*n.*) праба-
чэнне

attentively [ə'tentɪvli] (*adv.*)
уважліва

away [ə'weɪ] (*adv.*) далёка;
прэч

awhile [ə'waɪl] (*adv.*) на ка-
роткі час, ненадоўга

B

ball [bɔ:l] (*n.*) баль; мяч

ballpoint pen [ˌbɔ:lpɔɪnt 'pen]
(*n.*) шарыкавая ручка

be born [bɔ:m] (*v. phr.*) нара-
дзіцца

be held [held] (*v. phr.*) право-
дзіцца

bell [bel] (*n.*) звон

belong [bɪ'lɒŋ] (*to*) (*v.*) нале-
жаць (да)

bird-of-paradise

[ˌbɜ:dəv'pærədəɪs] (*n.*) рай-
ская птушка

blood [blʌd] (*n.*) кроў

body ['bɒdi] (*n.*) цела

bone [bəʊn] (*n.*) костка

break apart ['breɪkə'pɑ:t] (*v. phr.*) распадацца

brumby ['brʌmbɪ] (*n.*) неаб'ез-
джаны конь

bucket ['bʌkɪt] (*n.*) вядро

bushwalking ['buʃ,wɔ:kɪŋ] (*n.*)
прагулкі ў аўстралій-
скім бушы; прабіванне да-
рогі ў зарасніках

button ['bʌt(ə)n] (*n.*) кнопка
(прыбора)

C

carefully ['keəfʊli] (*adv.*) асця-
рожна, уважліва

change [tʃeɪndʒ] (*v.*) зменьваць,
перайначваць

changeable [tʃeɪndʒəbl] (*adj.*)
непастаянны, пераменлівы

clock [klɒk] (*n.*) гадзіннік
(насценны)

close [kləʊs] (*adv.*) блізка

cloth [klɒθ] (*n.*) тканіна,
кавалак тканіны

coincidence [kəʊ'ɪnsɪdəns] (*n.*)
супадзенне

collect [kə'lekt] (*v.*) забіраць
(са школы)

colourful ['kʌləf(ə)l] (*adj.*) яр-
кі, маляўнічы

come alive ['kʌmə'lɑ:v] (*v. phr.*) ажываць

conclusion [kən'kluzn] (n.)
заключэнне
condition [kən'diʃn] (n.) умова
construction [kən'strʌkʃn] (n.)
канструкцыя, будынак,
збудаванне
continue [kən'tɪnju:] (v.) пра-
цягваць
coronation ['kɒrəneɪʃn] (n.)
каранацыя
countryside ['kʌntrisaɪd] (n.)
сельская мясцовасць
cover ['kʌvə] (v.) пакрываць,
накрываць
crisp [krɪsp] (adj.) свежы, які
бадзёрыць (*пра наветра,
надвор'е і да т.н.*)
crown [kraʊn] (n., v.) карона;
каранаць
cub [kʌb] (n.) дзіцяня(ё)
(*воўка, льва і да т.н.*)
curl [kɜ:l] (n.) кудзер, локан,
завіток

D

decide [dɪ'saɪd] рашаць
deep [di:p] (adj.) глыбокі
definitely ['defɪnətli] (adv.)
пэўна
department [dɪ'pɑ:tmənt] (n.)
аддзел
departure [dɪ'pɑ:tʃə] (n.) адбыц-
цё, ад'езд
depend [dɪ'pend] (v.) зале-
жаць (*ад*)
describe [dɪ'skraɪb] (v.) апіс-
ваць

design [dɪ'zain] (v.) планаваць;
праектаваць; канструя-
ваць
develop [dɪ'veləp] (v.) разві-
ваць
devil ['devl] (n.) д'ябал
different ['dɪfrənt] (adj.) розны;
іншы
discover [dɪ'sklʌvə] (v.) ад-
крываць, знаходзіць
dozen ['dʌzn] (n.) тузін;
мноства

E

entertainment [ˌentə'teɪnmənt]
(n.) забава
essay ['eseɪ] (n.) эцюд, нарыс;
апаবাদанне, эскіз, эсэ, рэ-
ферат
event [ɪ'vent] (n.) падзея
exactly [ɪg'zækt(t)li] (adv.)
дакладна
excavate ['ekskəveɪt] (v.) ад-
копаць, даставаць, вымаць
explanatory dictionary
[ɪk'splənətrɪ'dɪkʃənəri] (n. phr.)
тлумачальны (*не пера-
кладны*) слоўнік
eye-catching ['aɪ,kætʃɪŋ] (adj.)
прыкрасны

F

facility [fə'sɪləti] (n.) збуда-
ванне, прылада
factory ['fæktəri] (n.) фабры-
ка, завод
fade [feɪd] (v.) вянуць
fairy-tale ['feəri:teɪl] (n.) казка

fall ill ['fɔ:lɪl] (*v. phr.*) захвор-
ваць

fall in love ['fɔ:lm'lʌv] (*with*)
(*v. phr.*) закахацца (у)

feather ['feðə] (*n.*) пяро
(*птушкі*)

figure ['fɪgə] (*n.*) фігура;
знешні выгляд

finding ['faɪndɪŋ] (*n.*) знаходка

fire ['faɪə] (*n.*) агонь, касцёр

focus ['fəʊkəs] (*v.*) засяродж-
ваць (*увагу*)

fool [fu:l] (*v.*) падманваць

foot [fʊt] (*n.*) (*pl. feet*)
фут (футы), мера даўжыні
(= 30,48 см)

freely ['fri:lɪ] (*adv.*) свабодна

G

get lost ['get'lɒst] (*v. phr.*)
заблудзіцца, згубіцца

gift [ɡɪft] (*n.*) падарунак, дар

goal [ɡəʊl] (*n.*) мэта

graduate ['grædʒueɪt] (*v.*) (*from*)
канчаць, заканчваць (*уні-
версітэт*)

greyhound ['greɪ,haʊnd] (*n.*)
хорт (*парода собак*)

group [ɡru:p] (*n.*) група

guidebook ['gaɪdbʊk] (*n.*)
даведнік

gymnasium [dʒɪm'neɪzjəm] (*n.*)
спартыўная зала

H

halfway [ˌhɑ:f'weɪ] (*adv.*) на
паўдарозе

happen ['hæpən] (*v.*) адбы-
вацца, здарацца

headline ['hedlɪn] (*n.*) загало-
вак (*газетны*)

heavy ['hevi] (*adj.*) цяжкі

hide [haɪd] (*v.*) (**hid, hidden**)
хаваць

hill [hɪl] (*n.*) узгорак, паго-
рак

hindsight ['haɪn(d)saɪt] (*n.*)
ацэнка мінулых падзей

homely ['həʊmli] (*adj.*) да-
машні, утульны

host [həʊst] (*n.*) гаспадар;
бок, які прымае

hunt [hʌnt] (*v.*) паляваць

hurling ['hɜ:liŋ] (*n.*) ірландскі
хакей на траве

I

icon ['aɪkɒn] (*n.*) ікона; сім-
вал, кумір

idol ['aɪdl] (*n.*) ідал, кумір

imagination [ɪˌmædʒɪ'neɪʃn] (*n.*)
уяўленне

in order [ɪn'ɔ:də] (*n. phr.*) (для
таго) каб

include [ɪn'klu:d] (*v.*) уклю-
чаць у (склад), змяшчаць

introduce [ɪntrə'dju:s] (*v.*) знаё-
міць

introduction (*n.*) [ɪntrə'dʌkʃn]
уступ, уступленне

involve [ɪn'vɒlv] (*v.*) уклю-
чаць; мець на ўвазе

ivory ['aɪvəri] (*n.*) слановая
косць

J

jewel ['dʒu:əl] (*n.*) каштоўны камень

jewellery ['dʒu:əlɪrɪ] (*n.*) каштоўнасці; ювелірныя вырабы

judge [dʒʌdʒ] (*v.*) судзіць

K

keep one's word ['ki:pwʌnz'wɜ:d] (*v. phr.*) (с)трымаць слова

kill [kɪl] (*v.*) забіваць

king [kɪŋ] (*n.*) кароль

L

leaflet ['li:flet] (*n.*) лістоўка; тонкая брашура

let go off ['letgəʊ'ɒf] (*v. phr.*) адпусціць

life-size ['laɪfsaɪz] (*adj.*) у натуральную велічыню (*пра партрэт, статую і г.д.*)

light [laɪt] (*n.*) святло

like [laɪk] (*adj., conj.*) падобны; быццам

list [lɪst] (*v.*) пералічваць, уносіць у спіс

locate [ləʊ'keɪt] (*v.*) размясціць

look out on ['lʊkaʊt'ɒn] (*phr. v.*) выходзіць (вокнамі) на

M

make notes ['meɪk'nəʊts] (*v. phr.*) рабіць паметкі, весці канспект

marry ['mæɪ] (*v.*) жаніцца, выходзіць замуж

marsupial [mɑ:'su:piəl] (*n.*) сумчатая жывёліна

mind [maɪnd] (*n.*) розум; разумовыя здольнасці

mood [mu:d] (*n.*) настрой

N

nearby [ˌnɪə'baɪ] (*adv.*) побач, паблізу

neighbourhood ['neɪbəhʊd] (*n.*) наваколле, акруга, раён

number ['nʌmbə] (*n.*) колькасць; нумар

O

oldie ['əʊldɪ] (*n.*) старая песня, тэатральная пастаноўка, стары кінафільм, які захаваў папулярнасць

open-air [ˌəʊpən'eə] (*adj.*) які адбываецца на вольным паветры

over ['əʊvə] (*prep.*) больш, больш за, звыш

oversleep [ˌəʊvə'sli:p] (*v.*) праспаць

owner ['əʊnə] (*n.*) уладальнік, гаспадар

P

part [pɑ:t] (*n.*) частка

participation [pɑ:ˌtɪsɪ'peɪʃn] (*n.*) удзел

pass [pɑ:s] (*v.*) праходзіць; перадаваць

pharaoh ['feərəʊ] (*n.*) фараон
piece [pi:s] (*n.*) твор (*музичны*)

playground ['pleɪgraʊnd] (*n.*)
пляцоўка для гульні

pocket money ['pɒkɪt,mʌni] (*n.*)
кішэнныя грошы

point [pɔɪnt] (*n.*) бал

poison ['pɔɪzn] (*v.*) адпраў-
ляць

pop-up toaster ['pɒpʌp'təʊstə] (*n.phr.*)
аўтаматычны электрычны тостар

pottery ['pɒtəri] (*n.*) ганчар-
ныя вырабы; кераміка

pouch [paʊtʃ] (*n.*) сумка

press [pres] (*v.*) націскаць

private ['praɪvət] (*adj.*) пры-
ватны

promising ['prɒmɪsɪŋ] (*adj.*)
шматобяцальны

proverb ['prɒvɜ:b] (*n.*) пры-
маўка

publicly ['pʌblɪklɪ] (*adv.*) пуб-
лічна, адкрыта

push [pʊʃ] (*v.*) піхаць

Q

quiz-show ['kwɪz,ʃəʊ] (*n.*) тэле-
віктарына, радыёвікта-
рына

R

rank [ræŋk] (*v.*) ранжыра-
ваць, класіфікаваць

rat [ræt] (*n.*) пацук

reality show [rɪ'æləti,ʃəʊ] (*n.*)
рэаліці шоу

reason ['ri:zn] (*n.*) прычына
reconstruct [ˌri:kən'strʌkt] (*v.*)

перабудоваць; аднаўляць

refuse [rɪ'fju:z] (*v.*) адмовіцца

relative ['relətɪv] (*n.*) сваяк

relaxing [rɪ'læksɪŋ] (*adj.*) які
расслабляе, змякчальны

report [rɪ'pɔ:t] (*v.*) паведам-
ляць, расказваць, даклад-
ваць

ring [rɪŋ] (*n.*) кольца, круг

roast [rəʊst] (*adj.*) смажаны

royal ['rɔɪəl] (*adj.*) каралеўскі

rugby ['rʌgbɪ] (*n.*) рэгбі

S

sailing ['seɪlɪŋ] (*n.*) парусны
спорт

saying ['seɪɪŋ] (*n.*) прымаўка

scientist ['saɪəntɪst] (*n.*) ву-
чоны

sell [sel] (*v.*) (**sold**) прадаваць

seriously ['sɪəɪəsli] (*adv.*)
сур'ёзна

session ['seʃn] (*n.*) пасяджэн-
не, сход; вучэбныя заняткі

set [set] (*v.*) (**set**) размяшчаць

set off [set'ɒf] (*v.*) выпраў-
ляцца ў дарогу

settlement ['setlmənt] (*n.*)
сяліба, паселішча

shark [ʃɑ:k] (*n.*) акула

shell [ʃel] (*n.*) ракавіна

shepherd ['ʃepəd] (*n.*) пастух

shopaholic [ˌʃɒpə'hɒlɪk] (*n.*)
шопоголік (*чаловек, занад-
та захоплены пакупкамі*)

sight [saɪt] (*n.*) погляд; выдатная мясціна, славу-тасць

silver ['sɪlvə] (*n.*) срэбра

similar ['sɪmɪlə] (*adj.*) падобны

single-handedly

[ˌsɪŋɡəl'hændɪdli] (*adv.*) аднаасобна

sit [sɪt] (*v.*) (**sat**) сядзець, засядаць

size [saɪz] (*n.*) размер

sleepless ['sli:ples] (*adj.*) бясонны

slowly ['sləʊli] (*adv.*) павольна

so-called [ˌsəʊ'kɔ:ld] (*adj.*) так званы

soldier ['səʊldʒə] (*n.*) салдат

special ['speʃ(ə)l] (*adj.*) асобы; асаблівы

spread [spred] (*v.*) (**spread**) распаўсюджваць

squash [skwɒʃ] (*n.*) сквош

state [steɪt] (*n.*) стан, становішча

statement ['steɪtmənt] (*n.*) сцверджанне, выказванне

still [stɪl] (*adv.*) усё яшчэ, да гэтага часу / гэтай пары

stone [stəʊn] (*n.*) камень

strange ['streɪndʒ] (*adj.*) дзіўны

strict [strikt] (*adj.*) строгі

stuff [stʌf] (*v.*) набіваць (*чу-чала*)

surprised [sə'praɪzd] (*adj.*) здзіўлены

sweet [swi:t] (*adj.*) мілы; салодкі

T

take care of ['teɪk'keəɪv] (*v. phr.*) клапаціцца

talent ['tælənt] (*n.*) талент

telly ['teli] (*n.*) *разг.* тэлевізар

though [ðəʊ] (*conj.*) хоць, хаця

thought [θɔ:t] (*n.*) думка

throughout [θru:'aʊt] (*prep.*) праз; на ўсім працягу

timeline ['taɪmˌlaɪn] (*n.*) часавая шкала (*графічная выява прамежку часу і храналагічнай сувязі падзей*)

tip [tɪp] (*n.*) *разм.* парада (*неназойлівая*); намёк, падказка

tonne [tʌn] (*n.*) метрычная тона (1000 кг)

tortoiseshell ['tɔ:təs,ʃel] (*n.*) панцыр чарапахі

tournament ['tɔ:nəmənt] (*n.*) турнір

trace [treɪs] (*n.*) адбітак

trading post ['treɪdɪŋ,pəʊst] (*n. phr.*) факторыя, гандлёвы пост

traffic jam ['træfɪk,dʒæm] (*n. phr.*) пробка, затор (*у вулічным руху*)

turbulence ['tɜ:bjʊləns] (*n.*) турбулентнасць

twin [twɪn] (*n.*) блізня / блізні

U

unable [ʌn'eɪbl] (*adj.*) няздольны

unique [ju:'ni:k] (*adj.*) уні-
кальны
unknown [ʌn'nəʊn] (*adj.*) не-
вядомы
unsure [ʌn'sʊə] (*adj.*) няўпэў-
нены

V

variety [və'raɪəti] (*n.*) разна-
стайны
village ['vɪlɪdʒ] (*n.*) вёска
vote [vəʊt] (*n.*) галасаванне

W

wave [weɪv] (*n.*) хваля
way [weɪ] (*n.*) дарога; шлях;
спосаб

weight [weɪt] (*n.*) вага
wonder ['wʌndə] (*n., v.*) цуд;
цікавіцца, жадаць ведаць;
здзіўляцца

X

X-ray ['eksreɪ] (*adj.*) рэнтге-
наўскі

Y

yard [jɑ:d] (*n.*) двор

Z

zone [zəʊn] (*n.*) зона

Вучэбнае выданне

**Юхнель Наталля Валянцінаўна
Навумава Алена Георгіеўна**

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 7 класа агульнаадукацыйных устаноў
з беларускай мовай навучання

Рэдактар *Л.Д. Касьянава*
Мастацкі рэдактар *Т.В. Шабунька*
Тэхнічны рэдактар *Н.А. Лебядзевіч*
Карэктар *В.І. Аверкіна*
Камп'ютарная верстка *Н.В. Шабуні*

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(Назва і нумар школы)

Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.